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THE SCHOOL JOURNAL

(Established in 1870)

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The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Mrs. Fannie Fern Andrews, secretary American School Peace League, 405 Marlborough street, Boston, Mass., not later than March 1, 1913. Essays should be mailed flat (not rolled).

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HORATIO S. KRANS,

(Seal) Notary Public.

(My commission expires March, 1913)

THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXX.

January, 1913

No. 3.

FACT AND COMMENT

The Century "After-the-War Series" is a timely contribution to our fund of history. The day has about arrived when the real story of that period can be written. Rhodes has made an excellent beginning, an account so impartial and well balanced that improvement must come largely through additional information. This new material is continually appearing in such form as Gideon Wells' diary and the Century articles.

One statement in the article by Harrison Gray Otis contains a common and curious—curious because it is so common—fallacy. Discussing the problems of reconstruction he says:

"The adjusting power was in congress under section eight of article one of the federal constitution, which provides that congress 'shall have the power to provide for the general welfare of the United States.'"

Of course the constitution says no such thing. And yet many are they who read the paragraph and get out of it the idea which General Otis propounds. Indeed, it has frequently happened that students of the constitution, forewarned that they could find no such provision, come back stoutly with the proposition that congress is empowered to act for the general welfare of the country.

It does not take much of a lawyer to point out the error of this conclusion; but it requires an army of teachers working overtime to get the truth into the minds of the ordinary readers of the constitution.

Clear instruction on this subject will treat both the general idea and the specific language. To give congress such power would be virtually to sum up the eighteen paragraphs of section eight, article one, by saying "Congress may do what it pleases." For who is to say what is for the general welfare? Men, women and children have been burned at the stake for what the authorities honestly believed was the general welfare of the country. There would be nothing to prevent, as there now surely is, the regulation of marriage and divorce by the national government, if congress could legislate for this general welfare—that is, nothing to prevent except their own opinion of the fitness of things.

But it is the specific language upon which the

lawyer will rely. Referring to the paragraph in question, it will be seen that this power first enumerated in the list is the power to tax. This being specified, the same sentence concludes with two definite and one most indefinite statement of the allowable expenditure of the proceeds of taxation. Where the Century article makes its pernicious blunder is in omitting the words after power, which, being supplied, shows that the power is solely that of taxation.

* * *

An apt illustration for the schoolman in this connection is the jurisdiction of congress in the matter of schools. If there is money in the treasury, obtained, we will suppose, in conformity to the specified powers of taxation, it may by act of congress be paid out for an observatory, an expedition to the North Pole, or for a national university. It could be distributed among the schools of the country for some specific object, say, for agricultural education. All this, provided the lawmakers can convince themselves that such expenditure is for the general welfare.

Now, however, suppose someone proposes that congress shall organize a system of schools and enact national requirements for licenses to teach, courses of study and the like. All the argument in the world that such uniform legislation is demanded by the general welfare is of no avail. There is no power for this thing and there will be none until it is written in the constitution that "Congress shall have power to establish and maintain a system of schools."

These are some elementary ideas which should be made clear to the citizens of this country with the help of the schoolmasters and without the hindrance of such statements as the Century magazine has published.

* * *

The teachers of California have recommended to the legislature a pension scheme providing a uniform annuity of six hundred dollars. This pension is for thirty years of service, with a prorated sum for a smaller term down to twenty years. Regarding a plan to regulate the amount of the pension according to salary, a plan universal, so far as we know, the Western Journal of Education makes this curious comment:

No man or woman in favor of social justice can consistently favor a pension of \$1,200 per year for higher ups and only \$500 per year for grade teachers. Upon what merit does higher salaried man feed that in retirement he should need more than double the retirement fund of the grade teacher who does the real hard work of the schools?

We are a little in doubt what this "social justice," of which so much was said in the recent campaign, is. But as far as consistency is concerned, there seems to be no hesitancy in California in giving the higher-ups salaries of twenty-five hundred and more while the lower-downs receive a thousand dollars or less. Moreover, there has been no objection to the pensioning of soldiers by the United States, in which scheme the general in retirement gets more than double the amount paid to the private who does the "real hard work" of the army.

The representatives of thirty-two denominations, meeting at Chicago, have agreed upon a creed. This declaration of faith has nothing in it about predestination, the trinity, baptism, nor the evils of card-playing. The sixteen articles are startling for what they do not say. For instance: "The churches must stand for a release from employment one day in seven." In other words, the main point is that there be "one day in seven," and when the churches work unitedly for that they won't care to quarrel about the particular day of the week.

Many of the articles are trite statements of general acceptance:

The churches must stand for equal rights and complete justice for all men in all stations of life.

For fullest possible development for every child, especially by the provision of proper education and recreation.

For protection of the worker from dangerous machinery, occupational diseases and mortality.

For the right of all men to the opportunity for self-maintenance, for self-guarding this right against encroachments of every kind and for protection of workers from hardships of enforced unemployment.

For conciliation and arbitration in industrial disputes.

Others are socialistic:

For suitable provision for old age of the workers, and for those incapacitated by injury.

For treatment and prevention of poverty.

The last should be amended to read: "For treatment and prevention of poverty and laziness."

The management and instruction of rural schools in Wisconsin, concerning which revelations are made on another page, are not unlike those in other parts of the union. Furthermore, the educational affairs of the small community are no worse conducted than other affairs of local government. Right here is a point with which educators in their study of the problem of rural schools must reckon. Before the country schools can be brought to a proper efficiency there must be in the rural districts a

civil regeneration all along the line. No help or pressure from outside, no inspection or regulation from the state or nation will of themselves alone cure the evil. Public office a public trust must be the motto of the rural highway commissioner as well as the guiding principle of the president of the United States.

Here is the story of a bridge that was built, or rather that for four years has been building, in an eastern village of a thousand inhabitants or more. After the old bridge was washed away by flood, the village struggled, by initiative and referendum, for over a year with the question of a new structure. The town was hotly divided into two parties, one favoring generous provision for an adequate bridge, the other bent on providing the cheapest makeshift. Meanwhile pedestrians and vehicles got around through other streets the best they could. The party of pernicious economy won after repeated elections, the expense of which would have paid the additional cost of the better bridge. Then, after another and unaccountable delay, the construction began, which has at this time extended over a period of nearly two years, and is not yet complete. Mismanagement and what is locally and vaguely known to be worse than mismanagement has increased the cost over a proper expenditure to the amount of from one to two thousand dollars.

In the same village during the past summer a popular theme of conversation was the exposure of the graft system among the police of the city of New York. Now New York has some four thousand times the population of this village. Multiply the useless and worse than useless municipal expenditures of these villagers by four thousand and New York would have to refer back to the Tweed days in order to match the figures.

The school building in this same village is a dilapidated wooden building, that to our certain knowledge was not new forty years ago. It has of late been altered at the orders of the educational authorities of the state. The threatened loss of the state moneys was enough to work that reform. But how much will be accomplished toward better education in that community by any movement which does not include a general uplift in civic righteousness? Here is the problem.

The investigation into the matter of child labor in the canning industry reveals improper conditions and should be followed by stringent reformatory measures. There is nothing to be gained, however, by exaggeration of the details or by the attempt to prohibit the work of children under proper restrictions. The testimony of the canners' side of the case, which appears on another page, is worthy of all consideration in the effort to get a fair and unbiased view of the situation.

THE CANNERS' SIDE OF THE CASE

The opponents of child labor have had their hearing, to the betterment of improper conditions. Sometimes the reformers have been exclusively heard, and proper conditions have been changed for the worse. It is a good idea that the teachers, whose inclination to the sentimental side is proverbial, should listen to the industrial presentation of the question of child labor.

The canning factories have been assailed as flagrant taskmasters of young children; so that, in all fairness, the defense of the canners is in order. We give a résumé of a recently published letter, written by a man who is connected with one of the numerous canning factories of northern New York.

The Work and the Workers

"The canning season in New York opens in June and closes with the killing frosts about November 1. In consequence the various factories are idle for seven months each year. With the warm days of middle June the peas begin to mature, and once started they come with a rush.

"The labor to handle this pea crop will not be found waiting employment at the factory doors. It must be arranged for months ahead. It is in most cases Italian labor. A padrone is found who agrees to produce from the larger cities a certain number of Italian families. In the earlier part of June these families arrive by the trainload, bag and baggage, old and young, married and single, mothers with black-eyed bambinos at the breast, stocky, swarthy boys and girls, all eager to see the country, to play in the soil and in the sunshine.

In the Shacks and the Fields

"There is maintained a village of shacks or rude tenements, like miners' houses, for these people. The padrone settles them and they are eager for business. They like this work. It is a picnic for them, a survival of the hop-picking wanderings of the European peasants.

"There is a schoolhouse in this new Italian village, with a schoolmistress employed by the factory to teach all the children who will go to school. Meanwhile the peas pour into the factory. The days are long. Much must be done quickly, and as nearly everybody works by the job, or piece work, as it is called, the longer the day the better, because then the more money can be made.

"No sooner do the pea vines turn yellow than the bean crop comes along, and beans have to be picked by hand. So whole families move out into the open fields and gather beans. I have watched them often.

"Let us say a family consists of the mother and father, a boy of twenty, a girl of sixteen, a couple of children from eight to twelve and a baby. They will all be in the field, for everybody but the baby can pick beans, and thus add to the common fund. Let it be understood here

that no one hires these children. They assist their parents of their own volition. Like all children, they work part of the time and play the rest. They roll about like young dogs in the soft earth and the babies sleep all day long.

Comment and Reminiscence

"This is the child labor you hear so much about. These children do not work in the factories near machinery. What a pitiable picture for the delicate imagination, those tired children in the fields! When I was seven I picked potatoes all day long. I raked after the harvest wagon. I pulled weeds. I followed a stone boat and picked up hard heads from the soil. When I was twelve I cut down trees in the woods and loaded the logs on a sleigh, with the aid of a brother who was ten. Then we cut this wood up into stove wood, for we had no father and no hired man.

"We worked harder than these Italian boys and girls all our childhood, and those are the days of my life that I love to remember. The puling sentimentalists who are attacking the canners are attacking civilization. There is a cult arising in this country which considers toil a curse and deifies idleness and a shallow education.

A Rosy Picture

"If it were not for these canning factories Italian laborers in the cities would lose their annual holiday in the country. They would lose a chance for profitable employment at a kind of labor they love. If they could not take their children they could not leave the cities. The children work simply to keep them out of mischief, and when either father, mother, son or daughter is tired they knock off for the day. They are absolutely their own masters.

"I have talked with these people. They are a healthy, well-fed, happy-go-lucky set. In the evenings they play musical instruments and they dance and sing. They are a necessity of the canning industry, for the American boys and girls are too nice to work in the fields any more. The social uplift has got them. We see thousands of them in the choruses of our city theatres."

What Is the Truth?

This view of the situation is written by a director of one of the canning companies. For the opinion of those who stand at the opposite view-point we turn to a recent number of the socialistic organ, *The Call*:

The canning industry of this state is a business that, all told, requires a capital of \$15,000,000. The profits are enormous, because the fruit and vegetables are bought at low prices, the wages paid the women and children are miserable and the prices received for goods are very large. . . .

In the exposures that have been made, exposures which showed that little children were flogged to work, there has been practically no mention of who gets the profits of the business. The padrone is usually a con-

(Continued on page 89)

THE POINT OF VIEW

The Talkative Doctor

At the Congress for Hygiene one of the speakers cut loose. He had already written many sensational articles for the magazines and called down upon himself the reproof of his fellow-physicians.

I cull a few memory gems from his speech:

"A child wants what he wants when he wants it, and he ought to have it."

"His stomach is geared for a continuous performance until he is seven or eight years old."

"Go to bed with the chickens if you want the brains of a hen."

"The hatred of school is God-given."

"Let the children make their own code of morals."

"Away with truant officers."

I wish the doctor had said these things when I was a boy. I should have enjoyed them so much more then and probably believed them, too.

Twelve Cents a Day

Freshman Sanford, of Cornell, says that he is eating satisfactorily on eighty-five cents a week. For a time in the fall he could afford hens' eggs, and extract the juicy and antibilious dandelion from the lawns. No longer. His winter diet adds up in this way:

Skimmed milk, per quart.....	2	cents
Buttermilk " "	3	"
Stale bread " loaf	3	"
Peanut butter " lb.	15	"
Raisins " "	8	"
Lentils " "	10	"

Besides cabbages, onions, peppers, rice and oatmeal at prices not quoted and apples which Sanford says he "forages from the agricultural farm." I don't know exactly what an agricultural farm is, but I learned in my college days all about foraging. Peanut butter takes the place of cow's butter, which tastes better but costs more.

Martha Van Rensselaer, who once was a school commissioner in the state of New York and is now professor of home economics at Cornell, says of the economic Sanford:

"He is a strong, healthy, good-looking young man, and certainly displays great self-control to deny himself food which would taste better, although that food which he does eat has the same constituents as those of substances which go to make up the average meal. His food is just as nourishing as the meats which richer men eat."

Does Martha mean that chemical constituents are the whole thing, that food that tastes good is no better than that which is unappetizing? If so, she is way off.

A Soul Above Eating

It's curious what ideas prevail about a student's eating. Now it is probable that in the agricultural college at Ithaca the care and feeding of the horse is considered; but it is not at all probable that the students are taught to cut out the diet of oats and to provide a cheap quality of hay. There would be an evident loss of horsepower. Yet at Cornell and in hundreds of schools over the land there are students who are trying to do first-class work on third-class diet. It can't be done; and it would be greatly to the credit of the teachers of the land if they would drive this lesson into the minds of poor aspiring students. And there are teachers who could take the lessons to themselves.

The food that the student in a secondary school or college ought to have in this year of our Lord will cost, as it comes from the purveyor, about two dollars a week. The preparation of that food for the table, together with the upkeep of the dining-room and service, will increase the cost by fifty to one hundred per cent. What is saved from such minimum prices will be at the inestimable cost of clear brain work and of present or future health.

"You Dirty Boy!"

No, that is an insult. Boys really are cleaner than girls. You've just got to believe it. School statistics prove it; and this is an era when statistics send rays of light into all the dark and devious processes and conditions of the great educational pow-wow. These particular figures exude from that numerically juicy document, the annual report of the superintendent of the city of New York; and the summing up thereof is this:

In most of the public schools of the East Side the boy bathers far outnumbered the girls. The girls would usually go in the afternoon, not at all in the evening, and seldom in the morning. The boys bathed at all times.

The total number of baths for the year was 486,861 boy and 150,977 girl bathers for Manhattan. For the whole city the number was 603,328 boys and 213,325 girls.

These figures were tossed into a circle of women the other day and were instantly thrown back with these derisive comments:

(a) The girls keep clean at home and don't need the baths at school.

(b) Girls are disinclined to bathe with each other, while boys, among themselves, have no such reluctance.

(c) Girls are deterred from the public baths by the difficulties of dressing and undressing.

(d) The figures are probably wrong anyway.

Verdict: No cause of action.

Morals to Order

"This series of books embodies a graded system of moral instruction, . . . the first and only contribution of its character made to moral education."

Seeing this modest statement in a book dated 1912, I take up a little leather-covered, yellow-leaved book, dated 1802, and read from the title-page:

The
YOUNG GENTLEMAN AND LADY'S
MONITOR,
and
ENGLISH TEACHER'S ASSISTANT:
Being

a collection of select pieces from our
best modern writers.

Calculated to

Eradicate Vulgar Prejudices and Rusticity of Manners; Improve the Understanding; Rectify the Will; Purify the Passions; Direct the Minds of Youth to the Pursuit of Proper Objects; and to Facilitate Their Reading, Writing, and Speaking the English Language, with Elegance and Propriety.

BY J. HAMILTON MOORE.

So it seems that modesty was a moral virtue of reader-makers even back a hundred and ten years. But how futile now seem the efforts of the 1802 book, made before the invention of apperception, adolescence and subconsciousness! Moreover, the 1912 reader fairly stuns you on the title page with the tremendous names of its three big authors, whose positions can hardly be put in one line of small type, and whose very titles, reduced to initials, require fifteen letters LIKE THIS, and two letters LIKE THIS, being in all seventeen letters, or five and two-thirds letters to a man.

Reader-making Not Easy

But when you read the preface and see what these men have done, you know why it took so many big men to do it. First, they had to decide on the direct method or the indirect method or the succotash method, which is a little of both. So they tried the teachers of ten cities with a questionnaire and they mostly said, give us the indirect way, morals by hypodermic injection for ours. It seems, however, that the triumvirate wanted to do it that way; and it is a poor questionairer who can't get the answers he wants. The fact is they had already found out that the hypodermic method is required by what they call child psychology and the psychology of adolescence. Note that these are two very different psychologies.

Maybe you think this is all the Initialed Three had to do to produce this book. No, sir. Every piece that went into it and every paragraph and word had to be tested by "the laws established by scientific pedagogy relating to the unfolding of the fundamental interest of the children." Think of the time, labor and gray matter used there.

The Art of Extracting Morals

The Big Three confess that the children may not always see the point. Shall it be jabbed into them? Shall we say then, "John Henry Jones, you don't know what this fable teaches? Well, it means that you tell the truth about that fight at recess or you'll get your jacket tanned." None of that. You fish for the moral by "tactful questioning."

For instance, there is a story in the book of a young Chink who, mindful of his own shivery bath, souses his bird in hot water. Exit bird; and young Ke-We-Foo, or something like that, reports proceedings to his mother, who wants to know *how*; son tells *how*; that's all.

Now hear the remarks of the teacher trained in the psychology of the child and of the adolescent and who knows the laws established by scientific pedagogy:

Teacher. What is the lesson of this story, Willie?

William. Don't know.

Teacher. But, Willie, when little Ching-Ling-Foo is asked what made the bird die, what does he say?

William. Says he soaked 'im in the hot water and he died.

Teacher. But, Willie, don't you see what he might have said?

William. Why, there wasn't nothing else to say.

And then teacher, who *must* extract some honeyed moral from the flowery story, informs William that the young hero might have lied (although there is not the least perceptible advantage in such a lie), and then teaches William, who hasn't thought of the possibility of lying, to figure on the probable advantage or disadvantage of so doing. There are morals for you.

Oh, but the book will induce a brave hunt for morals and out of it the children will come brave, honest, truthful, prompt, obedient and kind. They will have a hard hunt for their moral in the old and pretty story of The Half-Chick, but they will get it in the good bishop and Jean Valjean; although their little minds will gasp at going from a nursery tale to Les Miserables, in this "carefully graded" book.

But morals—will they get them to order? Will the morality that will ooze out of these specially constructed books exceed what we used to get from Parker and Watson's National Fifth Reader?

I think not.

WELLAND HENDRICK.

THE MONTHLY ADDENDA

CHANGING GEOGRAPHICAL FACTS OF THE TIMES

A Warm City of Russia

Draw a line west to east through the middle of the Black sea, prolong it to the Caspian, and it will strike Baku (*bä-koó*), the great Russian port of that inland sea. Here is a place, about half the size of Buffalo, that ranks in industrial importance next to St. Petersburg and Moscow. Russia suggests cold and snow, but this town, only a degree farther south than New York, never has any snow. It is a rich, modern and progressive city, with an extensive water-works system and seventeen miles of street railway. It is the distributing point for an agricultural section containing a population larger than that of the state of New York; but the impetus to its rapid growth and prosperity is the petroleum industry. Agricultural machinery from this country is sold there and the Standard Oil Company occasionally contracts for the crude oil of Baku.

An item from the consular report from that far-away city gives an idea of the keen international competition and of some of the tricks of the trade.

"American-made shoes are finding a market at Baku; but they will have to compete with 'American shoes' made in Germany and which follow closely the style of last made in the United States. 'American shoe' is a style with the German shoe manufacturer and the shoe displayed in the shops is accompanied by an American flag, also of German manufacture. It is probable no attempt is made by the German manufacturer to pass his 'American shoe' off as an American-made shoe. There is noticeable, however, a frequent confusion of the terms in the mind of the average retailer and a greater confusion in the mind of the ultimate consumer. Shoes of American shapes made in Russia are also sold.

"American shoe manufacturers will err in sending to this market a passing style of shoe or a style that has become obsolete in the United States. German manufacturers have combined to avoid the manufacture of 'freak' shoes, and meet each season to choose the styles to be placed on the market. This action of the German manufacturers possibly has something to do with the popularity of their shoes with the retailer, who is not loaded up with a stock of passing styles that find no market. The American-made shoes on the Baku market sell for about \$7.50 per pair. These would probably sell in the United States for \$5 or \$6."

The Same in France

There is both consolation and instruction in recent trade advices from Paris. From early

April until the middle of July the weather throughout northern and central France was exceptionally favorable for fruits, vegetables, and agricultural products. Now, if ever, as it would seem, the supply of home-grown food products should have been abundant and prices low. But, although fruits and vegetables are normally plentiful in the markets of Paris, prices are still abnormally high and show no disposition to decline. Complaints are heard on all sides that tomatoes, melons, cucumbers, squashes—practically everything except potatoes—have in Paris become luxuries still beyond the reach of the vast multitude of working people whose daily earnings do not exceed eighty cents or a dollar.

The situation here is similar to that which exists in the United States, and is apparently based on two fundamental facts: (1) The percentage of the total population which is engaged in agriculture, and the consequent production of food materials, is being constantly reduced by the migration of young people of both sexes from farming districts to cities and manufacturing towns; (2) there is a persistent and excessive disparity between the prices received for food products by farmers, dairymen, gardeners, etc., and the prices at which the same materials are sold to consumers in municipal markets. No abundance in crops seems sufficient to bring retail prices down to anywhere near the level of a few years ago, and the complaints of the employed classes, who are dependent on their daily earnings, are becoming constantly more urgent. Meats of all kinds, milk, eggs, vegetables, butter, and even fruits, are excessively dear in Paris, although the supply in many of the interior and southern departments is abundant and of good quality.

The Changing Order in China

Newchwang (or Neuchwang) is a Chinese port of entry for Manchuria. A recent letter from that city gives some details of the awakening of China as seen in the daily commerce of the town. With the adoption of a western form of government there comes an increasing desire to adopt the customs and acquire the wants of western people. The average wage of a Chinese laborer is eighteen cents a day; yet in the aggregate the purchasing power of such a large number is very great, if the power to purchase at all exists. In the past and at present the small demand of China for foreign goods has not been due to a lack of desire for western manufactures so much as to a lack of money with which to purchase them. If the present awakening means anything, it means

the development of China's resources, its mines, factories and railroads, and the elevation of its masses to a greatly increased purchasing power. The demand has been for very cheap articles, suited to the limited purchasing power of the people, and the Japanese have been very successful in adapting their goods to meet these conditions.

There is already a growing enthusiasm for the adoption of western customs. Queues are disappearing, and when they go a western hat or cap is worn. A Russian merchant having a large trade with the local Chinese said recently that if he had the capital he would stock heavily with ready-made western clothing, as he knew he could sell them to the Chinese at a good profit. Bicycles, telephones, graphophones, clocks, underwear, patent medicines, and many other articles of foreign make are constantly seen in use by the Chinese.

A Market for Methods

Chili is one of the countries that will get nearer the world when the Panama canal is opened. Steamship companies have their plans ready to take advantage of the approaching new order of things. Chili is a country with a rich soil which has been cropped year after year without proper regard to enrichment. It is represented that Chili could take care of 50,000 immigrants every year, while the figures for 1911 show only 1,711 immigrants as compared with 2,543 in 1910. This small number is due to no lack of encouragement from the government, which is vigorously campaigning for recruits.

Our consul at Valparaiso has this to say of schools:

Educational matters were given much attention and many new public schools were opened, and private schools were assisted by the Chilean government. A liberal appropriation was made for the opening of departments of manual training in several of the public schools for 1912, a proposition, which meets with hearty approval by the public in general.

He then adds:

There is a fine opening here for American school supplies and methods, if they are properly presented by intelligent salesmen.

Evidently this official thinks that school methods go with some material which can be carried as samples, in which he may not be far from right. He does not suggest that there is a chance for teachers in Chili.

Tapioca

The fact that there has been a rise in the price of tapioca will not vitally affect the American people. It will be different, however, in those regions where tapioca flour is a staple food. The cassava plant, from which tapioca is derived, is a native of South America; it is cultivated largely in Africa, in the East India islands, and in the Malay peninsula. In our own country it is grown to some extent in Florida.

These facts come from our consul at Singapore:

"The rise in the price of tapioca is due to the fact that large areas formerly devoted to tapioca planting are now being planted to rubber, which gives much more profitable results. Inquiries in reliable sources indicate that prices will remain as high as at present for at least two years more, and possibly advance. Little planting is being done, and it is not likely that further planting will be done until either the price of rubber falls or that of tapioca becomes so high as to make its culture more profitable than that of rubber.

Land for tapioca growing can be used only one-fourth of the time and must be left idle the remainder."

Here is a significant fact, if we but give heed to it. The cultivation of a food product is put aside for rubber. And the present extraordinary demand for rubber is mainly for its use as a luxury. What is true of one product in one corner of the earth is true of many products all over the world. And the high price of living will continue as long as the high living continues.

More About Rubber

Speaking of rubber, it may be noted that the first auction sale of crude rubber in the United States took place in New York on the third of October. The meaning of the incident is that that city is trying to rival London as the center of the rubber trade. American manufacturers, who have long led the world with their output, have heretofore had to go to London to secure the crude rubber from Ceylon and the Malay States.

This country is also interested in the increasing cultivation of rubber in the Philippines. Plantation rubber has already become so considerable an item in the world's commerce that it is a keen competitor of the wild product of Brazil. Of the competition of synthetic or artificial rubber, which the late congress of chemists was so hopeful about, the producers profess to have no fear.

Our Country's Shame

"The conclusion of the calendar year 1911 found the commonwealth of Australia in a position of material prosperity even greater than that enjoyed during 1910," is the report of Consul-General Bray, of Sydney. And yet in spite of all the foreign commerce that attended this prosperity, the consul proceeds to make this statement: "During 1911, as has been the case for several years, no American steam vessels entered at or cleared from the ports of the commonwealth" (Australia). Steamships innumerable from England, Germany and France, ships from Spain, Italy and Austria, ships flying the flags of little South American republics, but not one flying the tariff-"protected" Stars and Stripes.

SOMETHING ROTTEN IN WISCONSIN

The Training School for Public Service has been going through Wisconsin with a fine-tooth comb. Their choice of a field of investigation was not made because they expected to find Wisconsin worse than other states, but because rural conditions were wanted and that state has the conditions in quantity. One and a half million of the two and a half million population, say the investigators, are in rural communities. The preliminary report of what is poetically termed "field study" has been made and the truths presented are stern and prosaic.

The Spoils System

The most striking cases of mismanagement are those involving unmitigated graft. One school of fifty pupils, so much in debt that it was paying nearly four hundred dollars in interest annually, produced these items:

1 striking bag	\$8.00
3 pairs boxing gloves.....	21.00
1 wrestling mat.....	140.00

The wrestling mat had come in handy when a professional wrestler had given the little town an exhibition. Another district had charged up \$4,000 for material used in a new school building. A lumber dealer put a valuation of \$400 on the same material.

In the purchase of wood for school use one board paid \$1.75 to \$2.50 a cord when purchased from individuals not connected with the board. In not a single case where wood was bought of board members, their relatives or business associates, did the board pay less than \$4 per cord. It was not customary for the board to measure wood when delivered.

In one district it was customary for school board members, on their trips to the neighboring town, to bring back supplies for their schools, and charge expense of trip to the school board. In one case the county superintendent assured the investigator that a school board member, after spending a whole day in a town and becoming intoxicated, charged and actually received \$4.50 drayage for taking to his school a box of crayons. During 1910-1911 the school board paid \$13.50 for drayage in delivering supplies to schools.

Protecting Home Industry

Two schools in one township were held in private homes. In both cases the schools were attended by one family only. In each case the school board paid to the owner of the house \$12 a month rent for room to school his own children.

\$5 a month fuel for heating this room in his own house.

\$5 a month janitor fee for cleaning this same room.

In addition the family received \$16 a month for boarding the teacher. In one case the schoolroom was in an attic but clean and tidy. The teacher used it as a sleeping-room. But one pupil was enrolled. In the other case two pupils were enrolled. The schoolroom was in a log house which was absolutely filthy, dark, dingy, unkept and hardly fit for stable purposes. The room, while used for school purposes, was used by the family as if no school was there.

In another district, not mentioned in the report, but of which we learn from one of the investigators, the trustee was the husband of the teacher and the only pupils were their children. Their home provided the schoolhouse; and it is probable that the process of education did not seriously interfere with their domestic economy.

A summing up of the monetary affairs is in the statement that "in every district investigated except one, the annual financial statements by district clerks as reported to the county superintendents were found to be incorrect."

A Two-Thousand-Dollar Hogpen

The following description does not appear to be typical, but is not without parallel:

The building was not so old, but it was in a terribly dilapidated condition. The boys had kicked holes through the clapboards and boarding. The school board, having been warned by the county superintendent that something must be done if they wished to avoid condemnation proceedings, replaced the old one-pane window on one side of the building by four-pane windows. The furniture and equipment consisted of four maps, a teacher's desk, a teacher's chair, a clock, an ancient stove and alleged seats for twenty children. There was no ventilation save by the windows. The large boy who kept the fire going did not bend his back before depositing the wood on the floor, to the great danger of the building. When remonstrated with he "sassed" the teacher. Within a stone's throw of this building is a very fine farm with remarkably fine farm buildings. It is commonly reported that the building for the hogs cost \$2,000. The school building might be worth \$100. It is safe to say that more money is spent in this district on making hogpens comfortable for their occupants than on school buildings—the return on hogs being more immediate than on children.

That Disastrous Twinkle

In another school a young woman who had taught for five years was found doing rather

ordinary school work. The teacher gave evidence of fine power and in some of the work she showed great skill in her method of presentation. In conversation with her the investigator inquired why she was not making more of her opportunity as a teacher, why she did not take greater interest in her school work, why she did not make the school a vital factor in community life by organizing the activities in which the patrons of the school would be greatly interested, why she did not reduce the work in arithmetic, geography, etc., to terms intelligible to the children. This teacher was sufficiently intelligent and well read so that she understood what was meant; she realized the importance and the need of the work suggested. Her reply, however, was startling—"What difference would it make if I did do these things? Who cares anyhow?" Asked whether the county superintendent would not greatly appreciate such work, she replied that he "had not been around for over two years." When it was suggested that such work would be appreciated by the people of the district she replied that the people did not care so long as the children were taught the common branches in the usual way. When finally the appeal was made that as a teacher with her natural ability she owed it to herself to do the work suggested, she replied, with a twinkle in her eye, that she did not expect to teach much longer.

The Causes of the Revolution

Passing to the quality of the teaching in the rural schools the report presents a lesson such as one need not go outside of the cities to hear. The drama is stripped of certain stage instructions relative to the business of pronouncing words for the non-reciting pupils and of stopping the throwing of smuggled snow.

Teacher: John, you may tell us the causes of the Revolutionary War.

John: (Looks glum and hangs his head.)

Teacher: Don't you know the causes of the Revolutionary War?

John: (Shakes his head but makes no reply.)

Teacher: Can't you tell about the Boston Tea Party?

John: (Brightens up.) Yes.

Teacher: Tell it.

John: They dumped the tea into the ocean.

Teacher: Yes, but why did they do it?

John: (Says nothing.)

Teacher: Anna, you may tell us. John doesn't know his lesson.

Anna: (Looks at the floor, apparently much embarrassed and remains silent.)

Teacher: (The teacher was getting nervous, and rather sharply), Well, they didn't want to pay taxes, did they?

John and Anna: (Both assented that "they" did not.)

Teacher: Then what happened?

John: They had a war, didn't they?

Teacher: Yes, they did. For the next lesson you may take to page —. You must study your lesson better to-morrow. You didn't do very well to-day.

The Brighter Side

Not all the facts brought to light go on the debit side. There is much to prove that the patrons are striving intelligently for good schools and that the teachers are giving their best endeavors to that end. In one county a superintendent desired to have the girls in the rural schools taught to make their own clothing. At every opportunity she talked the matter over with her teachers. At the 1911 summer school held in her county, the superintendent organized a class in sewing, drafting and cutting simple garments. This class was taught by a rural school teacher who was an unusually skillful needlewoman. She served without pay, there being no funds available to pay her. As a result, the teachers taking this work are making most of their own clothing and everyone of them is teaching sewing in her school. The investigator saw some of the work done. Among the articles made by the school girls were suits of underwear, aprons, waists and simple dresses. All this was accomplished after one year's work by the county superintendent.

A Traveling University

A section of the University of Minnesota will go on a tour again this year. For one week last June the people of a number of small towns in Minnesota had the state university in their midst in the form of its most characteristic activities, and the eighteen communities benefited have unanimously asked that the experience be repeated this year.

University week is the institution by which this is made possible. The project originated with President George E. Vincent, of the University of Minnesota, and at once gained the popular nickname of "President Vincent's educational circus," largely because of the touring method and the fact that it was at first planned to hold most of the sessions in tents.

The plan is something more than merely university extension. To all intents and purposes a representative portion of the university—faculty, students, and equipment—is temporarily detached and transferred to other parts of the state.

What university week really is may be seen from a typical program. Each day of the six is devoted to some special topic, with lectures and demonstrations during the daytime and high-class entertainments at night. Thus: Monday is *business men's day*. There are lectures on all kinds of topics interesting to business men, from marketing problems to fighting forest fires, as well as a few talks of more general nature. In the evening there is a concert by the university glee club.

VARIABLE TEMPERATURE*

BY LUTHER H. GULICK

The basic assumption with reference to the heating of buildings is that there is such a thing as a "best" temperature. Indeed, it seems obvious that the very idea of heating itself involves this assumption—for if there is no "better" temperature, why alter the existing temperature? If the existing can be improved—made better or more comfortable—then the limit of such improvement will be the "best" or optimum temperature. Having found this "best" temperature, it becomes the duty of those in charge of our schools, hospitals, factories, shops and homes to maintain it without variation.

"An Invention of the Devil"

Inasmuch as the amount of heat needed to keep a room or building at a constant temperature varies with the direction and velocity of the wind, the sunshine, the outside temperature, etc., and also because the heat given off by a fire varies itself—constant attention must be given to the heat supply to keep it accurately adjusted to the heat needs. In order to lessen the human labor involved, and the need of constant attention, methods of automatic control have been devised and installed. The thermostat is a wonderful and effective device for securing the so-called optimum temperature under ordinary conditions. I have ventured to call the thermostat an invention of the devil because it seems to me that its very effectiveness is one of the great dangers of modern indoor winter life. For in the guise of protecting man against the evil of dangerous and uncomfortable temperatures it forces him into a condition which, stated in general terms, has always been associated with the lessening of life.

I am perfectly aware that the thermostat is not to blame, for it only puts into effective action certain ideals, but until the discovery of the thermostat the forces of nature were adequate to prevent our securing a temperature of sufficient stability to be dangerous.

It is, of course, the ideal itself that needs to be challenged, rather than the instrument which puts the ideal into effective action.

There Is No "Best Temperature"

Is there, then, such a thing as an optimum temperature? A rather careful search through the scientific literature which should answer this question has failed to discover any evidence whatever on this subject. It seems never to have occurred to any one that such a question could or should be asked. It apparently has never been asked.

While there is no unanimity of opinion with reference to the matter, there is more or less agreement that 68° F. is the "optimum." Inasmuch, however, as it has not been established that there is any such thing as an optimum, any statement as to what such an optimum is must rest upon opinion rather than upon evidence. Such is the case.

In the absence of any direct evidence upon the subject it is both interesting and important to examine such available general facts and experience as may appear to bear upon the subject.

Man Likes a Change

Man has developed and hence becomes adjusted to certain general natural conditions as to air, food, light, heat and the like. It is fair to assume that the general conditions under which man has developed are those which are suited to him, except where evidence can be given to the contrary.

It is an important fact, then, that man has never existed in an environment having a stable temperature. The changes of day and night, of sun and cloud, of wind and rain, of summer and winter have been productive of constant change in the temperature. Although man has engaged himself in guarding himself against such changes as are too great for comfort or health, by seeking or avoiding sunlight, utilizing the coolness of water, the protection of clothing, creating defenses against hot or cold winds, still, till the invention of the thermostat such efforts mitigated the extremes of temperature rather than doing away with change itself. Change in temperature within certain general limitations seems to be one of the fundamental general facts about man's environment.

While the splendor of the early tropical civilizations on the Mediterranean Sea and the Indian Ocean are not to be forgotten, it seems to be a general fact that human life is more powerful when developed under the conditions found in the temperate zone than under those found in the tropics. In the temperate zones the differences in temperature between night and day, between summer and winter, are far greater than they are in the tropics. The development of power to control body heat under the drastic conditions may prove to have been a powerful factor in the development of the relatively rugged life of the temperate zones.

The lessening of power of those who leave the temperate zones and reside in the tropics is instructive even though it is too complex a phenomenon for us to be sure as to the relative importance of the many changes which occur coincidentally.

*From a discussion at the sixth congress of the American School Hygiene Association.

In this suggestion as to the influence of climate upon races, attention is being called to the greater variability of the temperature rather than to average temperatures. In few cases is the "average" so misleading a guide as in the endeavor to evaluate biological phenomena. The "average" in the cases under consideration not merely fails to tell the truth but implies an untruth. The important fact in this connection is the contrast in extent of the changes in temperature which occur in the two places. Contrasts obtain, as has already been suggested, between night and day, between days and between seasons, that is the variability itself in temperature appears to be at least as the average of temperature.

Nor Is There an Optimum Position

When we examine personal experience and conduct, we also find instructive facts. As a schoolman, I was deeply interested in school desks and chairs. The importance of having children sit properly in order to avoid the evils of perverted growth, of scoliosis, of flat chests, drooping heads and myopic vision was constantly before us. It was assumed that there was a best sitting position. This was searched for, and apparently discovered, chairs and desks were manufactured which favored this optimum position. Children were measured by the tens of thousands in order to find the best average standards. This scientific furniture was placed, is being placed, in our schools. We find that no matter how we exhort the children nor what effort we exert, they will not sit for any length of time in the so-called optimum position. We all forgot that we were dealing with a living organism and that the fundamental law of life is change. We all have found in our personal experience that after we have sat or stood in any given position for a length of time that almost any other position is for a time more comfortable and also more effective. That is, the so-called scientific furniture was based on a false assumption as to the nature of children—of life. Truly scientific furniture is that which permits the largest amount of movement and the greatest number of positions, which at the same time gives adequate support to the body, and which is consistent with the work to be accomplished.

This illustration with reference to the sitting position of school children has been given because it is so obvious that normal function and wholesome growth in children is only to be secured by allowing such movement and change of posture as their wriggling propensities constantly impel them to secure.

Water and Air Baths

This demand for change is upon all of us, not merely with reference to posture of the body, but with reference to many, if not to most, things that enter into life, both physical and mental. When a person has been sitting hard at work for a considerable period in a station-

ary temperature and is consequently conscious of weariness, it is a great relief to plunge into cool water, or even to bathe the face and hands or to face a brisk cool breeze. When several days and nights of steady, even, moderate temperature have been experienced, a change of temperature is more important than is the nature of that change.

We unfortunately have no records which permit us to compare the mortality in hospitals where an optimum temperature is maintained with those where the temperature is variable. There is, however, a growing body of intelligent opinion that the outdoor treatment is preferable to the indoor treatment of tuberculosis and pneumonia and possibly of other diseases as well.

It is the general consensus of opinion of civilized and savage that those who live out-of-door lives are more healthy than those who live chiefly indoors. It seems to me to be a fair assumption that the variability of the temperature may be regarded as one of the differences between indoor and outdoor life which may help to account for their differences in healthfulness.

No Best Food Nor Best Anything

In these notes I have discussed the importance of variation in but one of the many elements of man's environment. These seem to be strengthened when we remember that there is no best food, no best diet. We need change, the change is itself often a deeper need than is the direction of the change. There is no best reading, no best action, no best color, no best amount of light. And far deeper than any of these, there is no best rate of growth either physical or mental. From the measurements of tens of thousands of children we construct curves showing growth in height and weight from birth to adult life. These curves are smooth and show accurately the growth of the mass, but a fundamental fact about life is that it proceeds by pulses. No child ever grows as the curves indicate that children grow. He grows in pulses. When we average up the growth rates of many children we rub out the possibility of noting the pulse character of growths.

Life—sensation—consciousness—is built upon change—variability. Change in temperature, humidity and wind of the environment appears to be of the deepest biological necessity.

With the opening of the fall school term, over two hundred open-air schools and fresh-air classes for tuberculosis, and anæmic children, and also for all children in certain rooms and grades, will be in operation in various parts of the United States, according to a statement published recently by The National Association for the Study and Prevention of Tuberculosis. The National Association estimates that there should be one such school for every 25,000 population, especially in cities.

MY DIARY

BY MARY WARWICK

CHAPTER I.

LIFE'S ADVENTURE BEGINS

I can see him yet, sitting there by the open window of our parlor—my father, my gray old father. He had his brown meerschaum pipe in his left hand, held carefully, for he never spilled ashes on mother's brilliant carpets.

He listened to all I had to say about it, and as usual interrupted but little. Truth, he had small chance to talk in that little white town house of ours.

His thin hand trembled a little from age and from agitation. There was I, the youngest of his children and by his second marriage at that, delivering the law to him. I also was through with home-dependence and would go forth into the world.

At last he spoke definitely. Smoothing away his long white moustache and laying down his pipe, he looked at me, and, ending, said:

"You're the youngest, and they're all gone. John and Alice and Sam and Arnold, and then Junior and Bess and Ford and Billy and Jim, and you're going. I did think that perhaps you would bide."

"Why, Sam lives next door, and mother is still at home. And I'll come back every week while the weather's good. A girl must have some money of her own to spend. I'm not a child any longer."

I had passed my seventeenth birthday a month ago. No, I didn't understand then that a full-grown girl of seventeen might seem still only a child to a man of seventy.

"Somehow, it doesn't look to me quite sensible for you to go out and teach school just yet."

"Oh! I know," I cried out, "you want me to stay at home and help mother cook and sweep and wash and tend the chickens. You've always been so kind to me; but you know that I can't ask you for money, and I need money."

His tall, gaunt frame seemed shaken as by palsy. All the Scotch in him from his mother's blood was stirred.

"I give you clothes a-plenty and here's a nice house. I don't make you and Ma live out on the pike at the farm. I've moved to town to make you happy. And here you're trying to get me to let you go away from home and teach a district school ten miles into the country just so you can get forty dollars a month. What'll you do with forty dollars?"

As the vision of so vast a sum as forty dollars flitted across my mind I was swept away into the stream of youthful impetuosity.

"Daddio," I said, "that's just it. You want to spend all the money. You want to tell me

just how to spend every cent. And I want to be free, free, free."

"Well!" he replied, taking up his pipe, cleaning it of its ashes, which he carefully stowed in a brass bowl for the flowers, and lighting a fresh supply of cut-plug tobacco, "well, we must be practical. How can you get the job?"

I clapped my hands with joy. And then I jumped up from my chair and put my hand on his shoulder.

"Oh, that's all right! Oh, that will be so easy! Don't you know that you served on one school board twenty years. You can get the place for me. I know you can."

"First, I'm to consent to your going away ten miles from home and boarding all winter."

"Except Saturdays and Sundays," I interrupted.

"And then," he continued, "I'm to go and get the job for you. What else, Mary?"

"You're just the best father on earth," I answered.

He smiled grimly, and inquired, "What was your plan: how you are going to get out to that school Mondays and to come back Fridays?"

It was a detail that I hadn't thought about much. "Why—oh, why," I replied, "why—well, why not have Sam drive me out and then come and get me?"

Then father laughed; oh, how he laughed! It made him seem young again. And I always envied girls who had young fathers. And I always hated the town boys for calling my father "Grandpap Charlie Warwick."

"Yes, it always was Sam this and Sam that. The other boys have gone to Cleveland and Pittsburgh and San Francisco and into the army. But Sam, he stayed by."

"Sam is the best brother any girl ever had."

I was wonderfully fond of Sam. The only money I ever had was what Sam would give to me—a quarter perhaps, or a half-dollar, birthday times, to buy presents. There were so many birthdays, too, in our big family.

"Yes, I know, Mary. And Sam is going to have the old farm when I'm gone. But Sam has his store to run and the chores to do for me. Don't see how he can get time to drive twenty miles twice a week on Mondays and Fridays. And we can't afford to hire. Why, the cheapest hire would be two dollars each trip, and that would be sixteen dollars a month. 'Fraid my daughter's plan won't work."

I remember, through the long, long years of the past, how dreadfully I felt when he said that. I wanted to cry. I was Sam's "little sister," and he hadn't any children.

Right then mother came in. She was twenty

years younger than father, and seemed so young and strong as she stood at his side.

"Are you arguing again?" she asked.

I told her all about the trouble.

"We'll fix that up, Charles," she said, as she vigorously smoothed out her apron with her strong hands. "I'd like the air. Mary can pay me one dollar each trip, and I'll drive her out and back. Our old horse needs the exercise anyway. We sit by too much now since we left the farm."

How little did I see then where the trouble lay! It was that dollar. Bred in the Scotch lowlands, my father never could see that women and girls need dollars as much as men. Fifty years in America had not cured him.

"Have it your way," he said, after some minutes of silence. "Only I don't feel sure that I can get that place for Mary. You see, there's three trustees out at Fenton. I know 'em all. Smithson is a good fellow, but hard to manage. I wouldn't trust Okkerford with an old anvil. The third man is just a kind of fool. I have no confidence in tenant-farmers anyway. The people ought never to have elected him."

"Do you mean," I put in, with my hands folded eagerly up by my chin, "that I'm just as good as elected already? You can get Smithson to vote for me. And doesn't Okkerford owe you some money?"

"But how about that third fellow?" asked mother anxiously.

"It only takes two," and father spoke with a growl. "Okkerford owes me two hundred dollars, with interest for two years, four months and twelve days to date."

"Oh, you ought to have told me that long, long ago," I can see mother's cheeks redden as I spoke, "but you never do tell us how rich you are."

"Lending money to such makes me poor." Then father rose slowly from his low rocker. "No man can explain these money-matters to women-folks. The trouble is they can't get the thing through their heads. Women are all sentimental."

He was standing by the hall-door out of the parlor, just a little hall, and taking his hat off the rack. We were quite sure what would happen. Then he said, "If it has got to be, it's got to be. I'll hook up Barny and go over and see Smithson."

Mother watched him off the porch and along the path to the barn.

"Your father," she was speaking to me, "my dear, is a lot worse to talk than to do. He'll get that place for you, I'm sure. But, child, I'll be lonely here evenings. Father never talks much."

But my mind was on something else.

"That George Grant'll never again say what he said to me once, my own mamma."

"Why, what was that?"

"Oh, he just told me last June that girls always marry for a home; they have got to

marry, or live on the old folks. I'll show him."

"You don't mean that you were talking seriously with George Grant, do you, Mary? Why, George is only nineteen years old; and his father is penniless."

"I know all about it, mother. Some people tell me that Daddio is rich. He's worth twenty thousand dollars."

"You mean, my daughter, that your father is prudent and careful."

"Then why did he mortgage this house for eight hundred dollars last year?"

"Oh, I don't know, Mary. He just said that Bess had sent to him for some money. Her husband wasn't doing well. And Billy had to have some money, too."

"Well, I don't intend to have to send to my father for money when I'm thirty-two years old, and Bess ought to have married a man who could support her."

And I flouted around rather angry for several minutes. I knew perfectly well that it wasn't Bessie's fault or her husband's fault, either. They all said the times were bad; father said it, and he knew. But when I grew up, I'd show them how to make a living whether times were bad or not! Bad times were persons' own fault!

An impulse led me to seize my hat and to run to the barn as father got into the top-buggy for his long drive. I didn't want him to be lonely, so I jumped in beside him, quite to his surprise.

"I'll go with you, Daddio. I want to see those trustees myself."

It was a strange fact, which I didn't understand then, that always whenever I could choose between spending an hour or two alone with father or with mother, I preferred to spend the time with him. I was never much of a woman's woman.

It was the cool of an evening late in August after the first break of the summer heat. It had rained all afternoon; but now, in the twilight, the pike lay smooth and hard before us. Upon our faces was the night breeze from Lake Erie, thirty miles northward.

I was actually going to interview the trustees. How my heart pounded away throughout the interminable hour and a half of that ten-mile drive behind old Barny!

I'd show that tall dark George Grant what one girl could do!

(To be Continued)

THE CANNERS' SIDE OF THE CASE.

(Continued from page 79)

tractor and a slave-driver. He is seldom the person who owns the business. Surely those who have stock in them must have known how the dividends were made. As they profited by starving the workers and forcing them to live in hovels that are worse than pigsties, they might as well secure all the recognition that is due them.

Somewhere between these two views lie the facts.

WHAT IS A GOOD INSTITUTE?

By WILLIAM E. CHANCELLOR

It has been my fortune to do institute work in Vermont, Connecticut, Pennsylvania, Maryland, Ohio and Indiana, and to visit institutes in very many more states. Nearly every time that I attend an institute someone asks me, "Well, what is a good institute?"

The answer is, "It all depends upon," and then one must cite many circumstances.

The *sine qua non* of every good institute is an instructor whom the teachers like better every day of the session.

Here begins the difficulty, not that there are only a few good instructors, for there are many, but that most institutes have two or three instructors, occasionally four and even five. It is essential that the two or three or more instructors shall not in any way or in any quality compete with one another.

For this reason, in a good institute, the instructors usually come from different quarters and from different experiences to talk upon subjects widely remote from one another in substance. But they should not be in any sense opponents or rivals. Some of the most delightful experiences have been where my associate was a woman confining her instruction to primary grade and kindergarten or to some specialty, as English or drawing. It has never seemed to me a successful plan to have two city school superintendents or two college or normal school professors upon the same institute staff, unless the men differed widely in age, in themes and in platform manner.

In several instances, I have seen good institutes where much of the instruction was given by persons who stayed but one or two days to tell the most important of all their messages.

It is often asked whether the instructor should designate the subjects and topics or the director of the institute. Here, though it takes a deal of preliminary correspondence and perhaps conference upon the first day, according to my experience, the best program is the one resulting from just this prior consultation. Some of the happiest successes come from changing the program somewhat as the work goes forward through the week. The instructor and the director both hear from the teachers present, and no program should be so rigid as not to permit modification.

In the third place, though not essential, it is still desirable to hold institutes in halls of about the right size. Between an overcrowded hall or theatre or church and one but half filled there is not much to choose. For the auditors, it is hard to be comfortable when there is overcrowding, and especially when the ventilation is poor. And for the speaker, it is hard to

grow enthusiastic and to develop the enthusiasm of one's audience when half the seats, including the first six, eight or ten rows, are vacant.

Other things being equal, when there is a choice between holding the institute in a good school building or elsewhere, the school building is preferable. Teachers and instructors feel more at home in the schoolhouse.

The question as to section and group meetings is always up; and there is but one correct answer. When funds permit, it is desirable to have a part of the time, say, a third, devoted to section meetings either by subjects, by grades or by school departments. Such section meetings are, however, not profitable unless their leaders are competent.

To deal with more specific details: What is to be said of a question box? This can be operated by having a box into which, before and after the sessions of the first three or four days, there can be placed unsigned requests for answers to such questions as may seem to the director and to the instructors worth answering before the entire institute or a section. Or the questions may be asked orally of one or another of the instructors when the institute is not in formal session. It does not, however, seem successful to allow questions from the floor, because answers given upon the spur of the moment are usually too long and sometimes unwise.

I am hopeful to see undertaken in the near future a daily consultation hour, or perhaps a half-day during the week, when the individual institute instructors may hold five- or ten-minute conferences successively with one or more teachers upon points of professional but personal interest. These conferences should not be assigned for hours when the institute is in regular session. Years ago, as a teacher, I was greatly helped several times by opportunities to talk with experienced men; as matters go now the instructors do hold such conferences in the evenings in hotel parlors; but these conferences have no recognized place in the institute's system.

Another specific question deals with the music and other incidents of the institute. Here again everything depends. Sometimes there is too much music, at other times, just for want of music or recitations by good elocutionists, the institute becomes dreary.

As for the hours of session and length of time allowed each speaker, it is possible to err in either direction. I remember well having several young women teachers leave one institute one afternoon with this remark, "It didn't pay

to come. Actually, we heard those men talk in all not two hours all day, and there we had to sit five hours while," etc., etc. Four addresses a day of forty minutes each, or five somewhat shorter, are usually the requisite. For an institute of 500 teachers this makes a good program, viz.:

MORNING

- 9:00 to 9:15—Music, etc.
- 9:15 to 10:00—Address.
- 10:00 to 10:45—Address.
- 10:45 to 11:00—Music, etc., including intermission
- 11:00 to 11:45—Section meetings, etc.

AFTERNOON

- 1:15 to 1:45—Address.
- 1:45 to 2:00—Music or recitations, etc.
- 2:00 to 2:30—Address.
- 2:30 to 2:45—Music, etc., including intermission.
- 2:45 to 3:15—Address.
- 3:15 to 4:00—Section meetings.

This program requires two instructors for

(Continued on page 111)

TWO SCHOOL HOUSES IN ALBANY

Under this title the New York Sun has preached an editorial sermon that is worthy of the fullest recognition. In a personal and kindly way this article presents the pressing problem of education: the efficient working of a system without the sacrifice of personality. The editorial is given entire.

"Up in Albany the four corners of the educational world have just contributed to the dedication of the new State Education Building. It stands opposite the Capitol, this new building, a vast Greek temple, an eighth of a mile of snowy Corinthian pillars facing the ugly embodiment of a public scandal. It is all the more beautiful by architectural contrast, all the more satisfactory by comparison of the honesty and economy of its construction with the hideous debauchery expressed in its neighbor.

"Two blocks away, within plain sight of the unstained marble of this monument to public instruction, the old brownstone building that houses the Albany Academy still hums with children. When Albany possessed only 10,000 inhabitants it appropriated \$90,000, \$9 a head, for the erection of that schoolhouse, topped by a belfry, fronting on the green. As an institution this old-fashioned academy, the only one of its kind left in the state, is shortly to celebrate its centennial, but its vigor is amply attested by schoolrooms upstairs and down brimming with rosy-cheeked children who can make a fearful clatter when they romp over the worn pine flooring of its corridors.

This brownstone schoolhouse exhales, along with the aroma of its ancient soft wood interior, a delicious odor redolent of old school-

houses the country over, a protest against that Greek temple smelling of fresh masonry a little higher up the hill, and against the spirit of that mighty institution, the state's new mother schoolhouse. The little Albany academy cannot be called a rebel in the state's family of public schools, for it doesn't belong, having long been privately endowed. It does, however, define the conflict between local autonomy and centralization; it expresses the stand of individualism against the prevailing tendency to standardize even the mental and moral pabulum which the state now metes out to her infants.

"That big new colonnaded building is the home of an administrative autocrat, however lovable and competent, who deals with the training of children by the hundred thousand without knowing or coming into contact with them. Dr. Draper, the state commissioner of education, derives his power of dictation to the army of teachers and principals under him from the state constitution, which gives him authority co-ordinate with that of the Governor. His is a vast mill which grinds out its human grist with uniformity and impartiality, a machine of statewide operation in which individual teachers are mere cogs, standard cogs to be used and replaced.

"In the little brownstone schoolhouse of the Albany academy there also dwells an autocrat, but one who knows intimately every child entrusted to his care. Dr. Warren is an old-fashioned schoolmaster in an old-fashioned academy. He bears the reputation of understanding better how to inject history and the love of history into the immature mind than most of his contemporaries. He is big; he has a big rumbling voice. His pupils obey him with military precision, but he deals with them individually, and he lets no one who knows them less well than he prescribe for them. He says himself that he would not last a month in Commissioner Draper's organization.

"A part of the curriculum of the Albany academy is intimacy with a personality from which each pupil derives an inspiration, something the lack of which no amount of book learning can even partially offset. It is entirely possible, of course, that Commissioner Draper's pupils, if they knew him, would derive an equal inspiration from his acquaintance. But they can't know him, and the school principals they can know, now largely deprived of initiative, can only faintly echo his personality.

"This may be a disadvantage inherent in the efficient administration of a vast public school system. It surely cannot be avoided if centralization is a condition of administrative efficiency. But in this hour of triumph the sacrifice should be honestly considered and weighed; it should not be forgotten that the new education building stands as a four-million-dollar monument to a centralized hierarchy which has no place in it for such effective shepherds of the young as Dr. Warren."

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY

About the Prize Contest

We may as well talk about this first, for if we don't we know that every reader will skip the preliminaries in his anxiety to find out who won that five dollars.

At first there was great elation because the entries were so numerous, and the stories were so uniformly good. Then came the realization that this state of affairs had its disadvantages—it was very hard to pick the winner.

Fortunately, the three judges agreed in their choice of the first prize winner, voting unanimously to award that honor to the story of a Washington trip, written by Harold W. Blakeley, of Salem, Mass. We print the prize story in this issue, and everyone will agree that it is a model of concise, definite information, interestingly given. It will be observed that this story fulfills every one of the four conditions of the contest. Mr. Blakeley had taken the trip he wrote about; he tells definitely where to go, how to go, and what's to pay; his manuscript was within the fifteen-hundred-word limit, and it reached us on the ninth of December.

Many of the stories received failed in one or more of these conditions, but every entry was a good one and we wish that every one could receive a prize. Hearty thanks are extended to each one of the contributors.

The three prizes of books are awarded to Letitia Starkweather, of Philadelphia, who writes of a school trip to Valley Forge; Alice Lawton, of New York, who tells how two girls spent an economical summer in England; and Ruby Ethel Cundiff, of Baldwin, Kan., who interestingly describes a visit to a deaf-mute school.

Folks Who Intend to Travel, Sometime

You've all met them, dozens of times, those mortals who enthuse over the subject of travel and say earnestly, "Oh, I mean to see a lot of the world, later on." Some of them are kept at home by good reasons, but many others are simply putting off the joys of adventure because they are too indolent or too cautious to take the decisive step and boldly fare forth to unknown scenes. Their travel hunger is passive, rather than active, so they think about it and put it off till "next year." To all of these people we commend this little poem, written by Berton Braley for the Popular Magazine:

THE FAILURES

The hills are bare of verdure, the valleys clogged with snow,
The winds of bitter winter sweep howling to and fro;

The roads that lured us strongly are drifted, deep and white,
The peaks that seemed to beckon are hidden from our sight;
The sun, who used to call us, in merry comrade-wise,
Now glowers, dull and sullen, from gray and sodden skies;
The sea is dark and angry, and flecked with cruel foam,
Too long, too long we tarried, and now—we stay at home.

We talked of wondrous ventures, our tongues would never tire,
Yet we of scanty courage sit close before the fire,
We cringe to hear the shrieking of blasts that stab and flee,
We stir the coals and whisper: "Thank God that we are here!"

Somewhere the vagrant pilgrims are on the open way,
Unmindful of to-morrow, and careless of to-day;
And though we drudge and dawdle, and seek to sink our shame,

We know our souls are little—we feared to risk the Game.

We talked of "joyous freedom"—but thought, with quaking knees,

Of hardships and of perils on distant roads and seas;
We babbled light of hunger—and gripped, with clutching hands,

The gold great-hearted rovers had wrested from the sands.

What need is there to mumble of "reasons," you and I?
We lingered, lingered, lingered, because we feared to try;

And though our fortunes flourish, and fame shall heed our call,

We'll know ourselves for failures and cowards, after all!

—Berton Braley, in the Popular Magazine.

A Letter from Boston

We are convinced now that someone besides the inquirer reads the answers to inquiries, for this witty letter was written by a Bostonian who saw one of our last month's answers, and was moved to comment on it. We are exceedingly grateful to "Bostonian" for the clever account of her adventure, and we print the letter in full, knowing that every reader of this department will enjoy it. Please come again, Mrs. Bostonian, and bring your friends.

BOSTON, MASS., December 6, 1912.

Editor En Route Department.

DEAR MADAM:

I notice that you tell an inquirer who asks how to find a lodging-place in a foreign city

when one can speak only English: "Select your lodging-place from your printed list, show the address to one of the ever-present boys who surround the station, and hold out a small piece of silver." In general this is excellent advice, but it calls to my mind a most amusing experience that we had when traveling in Holland a couple of years ago.

We decided before we reached Dordrecht, our first stop in the quaint land of Holland, that we would go to the Hotel Koomans. It stood out so attractively in our list of boarding-houses:

"HOTEL KOOMANS. Near the station; clean; quiet; meals and service excellent; prices moderate; English spoken."

Our conversational ability was confined to French and English. At the station no one spoke English, neither was there any one speaking French. A neat little card posted in the station said that the English-speaking agent was at supper. We, too, were hungry and decided to seek the Hotel Koomans without delay.

"It will be very easy to find it," said The Man. "We will simply point out the printed name to a boy, show him a piece of silver, and he will personally conduct us."

Walking down the street, we came upon a bright-looking youth standing in a doorway and proceeded to put our plan into operation. The boy looked wistfully at the coin, but shook his head decidedly at the words "Hotel Koomans." There is something peculiarly final about a Dutch headshake. It expresses more concentrated decision than any other gesture I ever met. Still we persevered in pointing to the alluring title. After deliberating a moment, the lad walked out into the middle of the paved street and pointed a square forefinger up at the sign over the door where he had been standing. This sign read, "Hotel Internationale." "Guess his father runs that house," said The Man.

"Wants to keep us in the family," I agreed.

So we shook our heads—as near an approach to a Dutch headshake as we could muster—but the square forefinger continued to point stolidly up at the sign.

At this point the group of excited youngsters who had gathered about us were shoved aside by a stalwart man, evidently anxious to be of service. Alas! he, too, frowned at our Hotel Koomans and pointed us to the Hotel Nationale, nodding reassuringly—and a Dutchman's nod is as assuring as a shake of his head is discouraging.

"I refuse to be forced to patronize their hotel. I will go where I want to," remarked my free-born American husband.

Accordingly we started down the street, though I really pitied the boy whom we left, his face showed such wonder and distress at our obstinacy. The big Dutchman, however,

dispersed the children with a word, and resignedly accompanied us.

"There!" said The Man, triumphantly, "when he sees we are determined he gives in."

I said nothing. Away back in the United States I, a stenographer, had been for five years the private secretary of a Dutchman. I felt dubious.

At the next corner our man paused, pointed down a side street, raised two fingers to indicate two blocks, and left us, disdainful of our proffered coin.

"He gave us up," exulted The Man.

"But he didn't look defeated," I added, doubtfully.

Bravely we marched down the street. Sure enough, the Hotel Koomans confronted us. But the doors were locked, the windows boarded, and a small boy on the corner, who spoke French, told us it had been closed for six months.

Meekly we returned to the Hotel Internationale. He of the square forefinger was waiting, and we abjectly followed him in. It was near the station; clean; quiet; meals and service excellent; prices moderate. But there was no English spoken. For the latter fact we were grateful. They might have said, "We told you so."

With best wishes for the success of the En Route Department, I remain,

An appreciative friend,

BOSTONIAN.

Inquiries

B. G. M., Chicago, Ill.

It is perfectly safe, and very interesting, to travel second class in Japan. The Japanese themselves travel this way and one never tires of watching their quaint customs. Do not go into the dining-car and pay a dollar for some horribly cooked European food, but buy a "bento," which is a luncheon daintily packed in a woden box, costing only ten cents. The price for a jinrikisha coolie is from sixty to eighty cents per day in the country, and from a dollar and a half to three dollars in the cities. Do you know that by going out and coming back on the same line you can save almost one hundred dollars on the round trip to Japan?

A. M. G., Bennington, Vt.

Of course it is a great deal pleasanter to be able to speak the language of the country you are visiting, but you will find no serious difficulties in getting along with just your mother tongue. At any American express office you can buy a very helpful and inexpensive little book, published in French, Italian, German and Spanish: "What to say and how to say it." It gives the English translation and the pronunciation in the foreign tongue. Don't be afraid to try the pronunciation: they usually understand, if you say it quickly, and, anyhow, they are too polite to laugh at a tourist who has good money to spend.

A WASHINGTON TRIP

By HAROLD W. BLAKELEY

That thirty boys with an adult leader could take a nine days' trip which would include Boston, Norfolk, Old Point Comfort, Hampton, Newport News, Baltimore, Alexandria, Mount Vernon, Washington, Annapolis, Philadelphia and New York in its itinerary at a cost of about thirty dollars each was a statement which stirred up the Missouri side of my character. The statement, however, was correct, the proof being that thirty of us of high school age really took the trip.

We left Salem, Mass., our home town, at noon one Friday late in February, and arrived at Boston with the afternoon still before us. However, as the sights of Boston were familiar to all of us, we went directly to Battery wharf, where we boarded the Merchants' and Miners' Line steamship "Juanita." At six we sailed bound for Norfolk, Newport News and Baltimore. A first ocean voyage is something never forgotten by anyone, and for a boy to find himself in the midst of an atmosphere in which "eight bells," "heaving the lead," and "light on the starboard bow" are mere commonplace is like being introduced to Robinson Crusoe or Captain Kidd.

Sunday morning we docked at Norfolk, went ashore and "did" the town. I saw one boy standing before a Confederate monument with an expression on his face which would have been ludicrous if it hadn't been so suggestive of how unreal the other side of the Civil War had been to him before.

From Norfolk we went by electric and ferry to Old Point Comfort where we went through the magnificent Hotel Chamberlin, and saw the moats, war relics, disappearing guns, barracks, etc., at Fortress Monroe. We also had the good fortune to see six companies of the Coast Artillery Corps marching to the station as an escort to a company which was leaving for the Philippines.

From Old Point Comfort we went by electric to Hampton Institute, the famous Indian and Negro school, where we had dinner at Holly Tree Inn, and later heard a quartet of negro boys sing old plantation songs in the chapel. At Newport News we again went aboard the "Juanita," which had come across the bay during the day, and sailed out of the harbor by the scene of the "Monitor"- "Merrimac" fight, around Cape Charles and up Chesapeake bay.

We were scheduled to arrive at Baltimore at half-past six Monday morning, but because of fog did not reach there until nearly two in the afternoon. A large automobile was waiting for us and we were taken on the regulation sightseeing trip around the city, including the famous Druid Hill Park. We left Baltimore at 4:30 and arrived at the beautiful Union Station in Washington at 5:20, going from the station directly to our hotel. In the evening

we went through the Congressional Library, beginning to realize that Washington held beauties of which we had never dreamed before. We were introduced, I remember, to some young ladies that evening, but the above doesn't refer to them alone.

Tuesday morning we went through the Fish Commission building, the National Museum, and the Smithsonian Institute. In the afternoon we visited the Navy Yard and went on board the President's yacht, the "Mayflower," and the "Dolphin." From the Navy Yard we went by electric to Alexandria, sat in Washington's pew in Christ's Church, went down into the dungeons of the Carlyle House, and performed all the other duties of the sightseer religiously before returning to Washington.

Wednesday morning the Post Office building, with its dead-letter museum, was first on the program. The second was the White House and the President. Admission to the White House morning "receptions" isn't as difficult to obtain as one might think. Your senator or congressman can usually arrange to have your party given a place in the line which files by the President, and before you realize it you are on the street again and have shaken hands with the President of the United States. The rest of the morning was spent in the Treasury, and in the afternoon we visited the United States Naval Academy at Annapolis, going and coming by the Washington, Baltimore and Annapolis electric railway.

Thursday we spent the morning in the Capitol and the Corcoran Art Gallery, and in the afternoon went down the Potomac on the steamship "Robert Macalester" to Mount Vernon, where we went through the mansion house, the stables and the garden and visited Washington's tomb.

Friday morning we took an automobile trip around Washington, a trip which was very much worth while in that it gave us a general idea of the city and took us for the first time into the residential sections. The State, War, and Navy building, the Washington monument and the Bureau of Engraving and Printing occupied the rest of the morning and in the afternoon we visited Fort Myer, where we saw a cavalry and artillery exhibition drill, the Arlington National Cemetery, and the Curtis-Lee mansion.

Saturday morning at seven o'clock we left Washington by way of the Royal Blue Line from the Union Station for Philadelphia, where we arrived at the B. & O. terminal at 10:30. The Mint, Independence Hall, Carpenter Hall, and the Betsy Ross house kept us busy until two o'clock, when we left the Pennsylvania and Reading terminal for Jersey City, arriving there at four. The party had a special car both from Washington to Philadelphia and from Philadelphia to Jersey City. We went across the harbor to New York by ferry and walked

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SUGGESTIONS FOR THE CLASSROOM

THE FOOD IN SEED

By T. A. TEFFT

As in the case with our own babies, the first necessity of the infant plant is food close at hand to sustain this tiny speck of life until it shall be large and strong enough to provide for itself. If we study any seed whatever we shall find some such motherly provision for the plant baby or germ. Sometimes the germ is a mere speck with a large amount of food packed around it, as in the case of the nutmeg; sometimes the baby is larger and its food is packed in a part adjacent to it, as is the case with the corn; and sometimes the mother stuffs the baby itself so that it has enough to last it until its own little roots and leaves bring it mature food, as in the case of the squash seed. In any case this "lunch" is so close at hand that as soon as favorable conditions occur the little plant may eat and grow, and establish itself in the soil.

Nature is remarkable for her skill in doing up compact packages, and in no other place is this skill better shown than in storing food in seeds for the young plants. Not only is it concentrated, but it is protected and of such chemical composition that it is able to remain fresh and good for many years awaiting the favorable moment when it may nourish the starting germ. People often wonder why, when a forest is cleared of one species of trees, another species grows in its place. This often may have resulted from the seeds lying many years dormant awaiting the opportunity. This preservation of the food in the seed is largely due to the protecting shell that keeps out the enemies of all sorts, especially mold. And yet, however strong this box may be, as it is in the hard-shelled hickory nut, it falls apart like magic when the germ within begins to expand.

Brains rather than brawn is the cause of man's supremacy in this world. Of all the beings that inhabit the earth he knows best how to use to his own advantage all things that exist. His progress from savagery to civilization is marked by his growing power to domesticate animals and plants. Very early in his history man learned the value to himself of the seeds of the cereals. He discovered that they may be kept a long time without injury; that they contain a great amount of nutrition for their bulk; that they are easily prepared for food; that, when planted, they give largest return. Thus, we see, the advantages that the plant mother had developed for her young, man has turned to his own use. That the food put up for the young plant is so protected and constituted as to endure unhurt for a long time gives the ce-

real grains their keeping quality. That it is concentrated and well packed renders it convenient for man to transport. That the "box" is easily separated from the "lunch" makes the preparation of food by crushing and sifting an easy matter for man. That every mother plant, to insure the continuation of the species, develops many seeds, so that in the great struggle for existence at least some shall survive, makes the cereals profitable for man to plant, and harvest the increase. Think once, how few ears of corn it requires to plant an acre.

Because of all these things there has grown up between domestic plants and man a partnership. Man relieves the plant of the responsibility of scattering its seeds, and in return takes for himself that proportion of the seeds which would have died in the struggle for existence had the plant remained uncultivated. This partnership is fair to both parties.

Different plants store food materials in different proportions in their seeds; the most important of these food substances are starch, oil, protein, and mineral matter. All of these materials are necessary to man as food. In the cereals the seeds contain a large proportion of starch, but in the nuts, like the butternuts and walnuts, there is a predominance of oil. Let us for a moment examine a kernel of corn and a kernel of wheat and see how the food is arranged. Cut a kernel of corn in two lengthwise; at the lower left-hand corner are the root parts and leaf parts of the young plant (the embryo); above the embryo is the loose starch material. Now we have the baby corn plant lying at one side, and its food packed about it. However, this food is in the form of starch, and must be changed to sugar before the young plant can partake of it and grow. There lies a connecting part between the germ and its food, the scutellum. This is so constituted that when soaked with water it ferments the starch and changes it to sugar for the young plant's use.

The germ itself is also a very nutritious food for man; hence the seed is eaten, "baby and all." In the corn, those kernels with the largest germs have the largest food value, and, therefore, to-day corn breeders are developing kernels with very large embryos.

If we examine the microscopic structure of the food part of a grain of wheat, we find that there are two outer layers. Next there is a row of cells that divides these outer layers from the flour cells within. This is the aleurone layer. Next are the flour cells, which constitute the central portion of the wheat kernel. They contain starch, and also gluten, and some oil, and some mineral substances. In grinding to

make white flour, the miller tries to leave the aleurone layer of cells with the outer layers, for if it is mixed with the flour the latter spoils much sooner, and it is also darker in color. In the seed is a ferment that helps digest the food for the young plant.

In order to think more intelligently about our use of food, let us find out, if we can, which parts of the food stored up by the plant for its sustenance are used by us both for ourselves and our live-stock. The intelligent farmer gives his stock a carefully balanced ration, i.e., food that is well proportioned for the growth and product of the animal. If he wishes his cows to give more milk he may give them more proteids in their food, and less starch and fat. If he wishes to fatten them he may give them a greater amount of starch and fat and less of the proteids. In order to know what these proteids and starch and fat mean, both to us and to the plant, we have to know a little chemistry. The following table may aid us in this:

Nutritive substances which contain nitrogen.	Proteids (casein, gluten, legumen, etc., albuminoids, gelatine, white of egg, etc.).
Nutritive substances which do not contain nitrogen.	The carbohydrates (sugar and starch). Fats (oils, butter).
Mineral substances.	Lime, phosphorus, sulphur, etc.

The substances mentioned in the above table are all needful to sustain the life of man and beast. If we compare the body to a steam engine, then we can see that its whole framework is built out of the proteids, mineral matter and water. The starch and sugar and fats constitute the fuel used to heat the boiler and make the engine move. Strictly speaking, the proteids are also used somewhat as fuel, as well as for the framework. It is easily seen from this that in order to be healthy we should try to give ourselves food containing a proper amount of building material to repair the breakage and wear and tear in the engine, and also give ourselves enough fuel to make the boiler do its greatest possible work. For if we do not have sufficient building material we break down, and if we do not have sufficient fuel we lack energy. Food thus properly proportioned is called a "well-balanced ration."

A well-balanced ration per day for the average human being is as follows:

Proteids40 lbs.
Starch	1.00 "
Fats40 "
Mineral matter10 "

The above is the amount of nutriment necessary, and in addition to this there should be sufficient bulk to keep the digestive organs healthy. We are just now entering upon the era of intelligence in relation to our food. It seems strange that this intelligence should first be applied to our domestic animals rather than

to man. As soon as the farmer discovered that to make his animals pay better he must give them the right proportions of building material and fuel for energy, he demanded that the agricultural chemists give him directions for mixing and preparing their food. But how few of the cooks in our lands understand in the slightest degree this necessity for the proper proportions to our food! When they do we may look forward to entering upon an era of serene good health, when we shall have strength to bear and ability to do.

In answering the following list of questions you may be obliged to consult with the miller, or feed-dealer, but it is to be hoped that you will gain a clear conception of the parts of the seed used in making foods from cereals.

1. What is graham flour? How does it differ from white wheat?
2. What is whole wheat flour?
3. What is bran?
4. What is cracked wheat?
5. What are shorts, middlings, or canaille?
6. Which of the above are considered the more nutritious and why?
7. What part of the corn kernel is hominy?
8. What is cornmeal?
9. Is corn bran considered good food?
10. What is gluten meal?
11. What is germ meal?
12. Why is corn fattening to cattle?
13. How much of the oat grain is contained in oat-meal?
14. What is a cotyledon?
15. Show by sketch or describe the cotyledon in the chestnut, the walnut, and the bean.
16. Describe or show by sketch the position of the germinal portion in each of these. If you cannot find the germ in these, soak them in water for several days and then observe.

HELPS TO STUDYING

Under the above title, Professor Joseph W. Richards, Ph. D., of Lehigh University, has written for the Popular Science Monthly an article of more than usual excellence. The subject is a common one; but Dr. Richards has treated it in a very plain and practical manner. He disclaims any skill in mental philosophy, but says that he "has observed certain simple facts pertinent to the subject of studying which may assist others." "Anyone," he remarks, "can easily determine for himself how true they are, or whether they apply to him personally or not."

Study and Its Enemies

This definition is given: "To study means to concentrate the mind and attention on a subject, and to keep it there until the difficulties are mastered and the subject understood." Then the enemies of concentration are considered; first the roving attention is discussed in very much the line of the usual essay on the subject and the consideration of interrupting noises fol-

lows. It is of a third foe of the student that the author writes in an original and suggestive manner.

The Over-Attractive Room

"Another cause of distraction is a common one in American student life, and exists just because of his abundance of creature comforts. This is the proneness of the student, or possibly of his well-meaning but misguided mother or sisters, to make his room *attractive* by means of pictures, by souvenirs on the walls and tables, by bric-a-brac of various kinds scattered about. When to this are added the various mementos of jubilant class-dinners, rushes, midnight raids on street signs, perhaps even a souvenir of a night in jail, need I say how these *distract* the student's attention from his book. One roving glance, and the family group reminds him of home, that class picture reminds him of his comrades, the flaming poster reminds him of the excitement of his freshman experiences, the policeman's club reminds him of the street row when on a sign-stealing expedition, etc. Need it be said, that, when this unfortunate wight is trying to study, he does not need to be reminded of these things as an aid to concentration, that souvenirs do not help him to keep his attention on his book, and that the more *attractive* his room is the more it *distracts* his attention. I do not confound attractiveness with comfort; the latter the student should have, the more the better, but the comforts should be real, unobtrusive ones.

"I am simply protesting against that misguided custom which often regards students' rooms as *olla-podrida*, museums of bric-a-brac, proper depositories of any and every object which can remind the student of the glorious life he is leading—and which are all common enemies, to a smaller or greater degree, to that concentration of mind which he most needs, as a student, to cultivate and to possess."

It is when Dr. Richards comes to the subject of artificial light that he brings out some novel ideas for our consideration.

Concentrate the Light

"First, the illumination should not be general. The only matters concerned are the student and the book, and as the student will get his illumination from the book, it is only the proper lighting of the latter which is to be considered. A lighting scheme which lights the whole room is worse than useless, it is undesirable. The better the book is lighted and the more the rest of the room is in comparative darkness, the easier it is for the student to keep his attention fixed on the book and the less he is distracted by seeing the other things in the room. Is it not an old trick of the artist, to focus and hold the attention by a brilliantly-colored 'center' (such as the child's face in Correggio's 'Holy Night'), in the midst of an obscure background? Therefore, applying common sense as well as artistic perception, illuminate the book to be studied as much as is necessary, and

the rest of the room as little as is necessary. By so doing, concentration on the book is wonderfully assisted.

The Place of the Light

"Second, place the light in front and preferably to the left. We are not here speaking of how to sit in an easy chair and read a novel most comfortably, with the light coming over one's shoulder; but we speak of the student with a book which needs mastering, probably with pencil in hand and a pad of paper alongside. Such requires the student sitting squarely at a table, with his paper and pencil ready for action. In this case, the light should be close, not over three feet away from the book, better at half that distance, so that practically only a small circle is illuminated, with the book nearly in its center. If placed directly in front, the glaze on the paper may easily interfere with reading; and if writing (with the right hand), placing the lamp to the right will be likewise annoying because of the reflection from the glaze. The best position is for the light to be to the left a few inches, as far forward as the top of the book or paper, and no higher than the eyes. A green shade over the light, enamel-white inside, is the best. A white shade lights up the room in general too much, and necessitates the student wearing a green eye-shade on his 'noble brow.' The latter is uncomfortable, and quite unnecessary if put over the light instead of over his eyes.

The Kind of Light

"Third, a student oil-lamp gives the most satisfactory illumination, if kept in good order. The wick should be kept free from excrescences, so that it always gives its proper, steady, mellow, yellow light. The ordinary gas burner flickers too much, the electric light is steadier but can not be regulated, the Welsbach-mantle light is too brilliant if turned on full and too variable if turned down.

Turn It Down!

"Fourth—and most important of all—turn the light down low, and then turn it down some more! Given the right kind of light, the student lamp, one-third to one-half its full illuminating power, is all that is necessary or desirable. The reason is highly important, for reading easily and for the welfare of the eyes, and it is this: We see the print by contrast of nearly black against nearly white; with no illumination there is no contrast; as the illumination increases the contrast becomes better and reading is easier. At a certain point, the contrast is greatest and reading is easiest. But it is an entirely erroneous idea that the greater the illumination the greater the ease of reading. Hold the page directly in the sunlight; can you read it easier? There is a certain amount of illumination at which the contrast of print against paper is a maximum and where reading is easiest, with least fatigue to the eyes. This point varies for different-sized prints, for dif-

ferent inks, for differently surfaced papers and for different tints of papers. The point can be readily and easily determined in a fraction of a minute, in any particular case, by any one wishing to find it, by simply turning the light slowly up, keeping the eyes on the book, and noting the *least* light at which the print is clearly seen and read without sensible effort. This is the point at which you can read that book the longest without strain or fatigue; it will usually be found at about one-half or less of the illumination ordinarily used. (I will not speak of the saving in 'midnight' oil thereby attained; the saving in 'eyes' is more important.) One can often read and study for hours with this light, whereas a brighter light would really make reading more difficult and tire out the eyes in a fraction of the time.

"The effect of heeding and using the above principle is that eye-fatigue is minimized and thus study is done with less distraction from this cause. The point explained is the point of maximum comfort, and, therefore, of maximum efficiency. With only the book illuminated, and lighted just to the point of maximum comfort, all other objects in the room in semi-darkness, and the student anxious to study, let us leave him to himself, to see what he can make out of the situation."

HER FIRST DAY IN A LONDON SCHOOL An English Teacher Gives an Account, in The London Teacher, of Her First Morning's Experience

Being on the list of first appointments, I am directed to proceed to a certain infants' school to take the place of a teacher who has been promoted, and to stay there until a successor is appointed.

Of course, I begin my work under the Council by calling the register. "Henry Abraham." No answer. "Henry Abraham!" "E am 'ere," comes from a boy at the back. I supply the correct English, and proceed. "Sidney Barnes." "Sidney Barnes am 'ere," says a little girl with a small voice. I get through that register in time, and then a mother appears and greets me with: "You ain' her teacher, are yer? We'er's 'er teacher?" I explain the situation, and in a stage whisper am invited outside the door to hear a mighty secret. "Well, I'll tell yer, then. Cahm 'ere. If yer see 'er scratting 'er 'ed at all, it's or-right. I've taken 'er to the 'orspital, and yer know the irtershun's so bad she cahm 'elp it." She seems as if she will continue explaining until 12 m., and so I get the child inside, and politely dismiss her. As I re-enter the room I hear sobs from the corner. I discover the source, and inquire the reason. "Teacher, 'e's bin an' punched me in the stomach." "No, I ain't. She pulled my 'air." I say something about little children not quarrelling, and then turn 'round, for a fearful noise is proceeding from the door, through the glass of which I can see about two square inches of head and hair. I tell a little chap to open the door,

and an embryo Englishman enters, with tousled head and a face resembling a suet dumpling for pastiness and flabbiness, but a suet dumpling that has fallen amongst the cinders. Behind him, through a slit in his trousers, trails on the ground the tail of his shirt, and incautiously I say, "Who's that?" "That's Freddy Driver, teacher," comes as a chorus. They seem surprised I do not know it, and Freddy rambles to his place, unconscious of the amusement, not unmixed with pity, his deplorable condition arouses in the teacher. (Freddy has never spoken during the week, nor has he been early, and I am told that once he came to school with his trousers on his arm for teacher to put on, for there was no one at home to attend to him.)

Every now and then a child nearly falls asleep. Some really do, and, when I mention it to the other teachers at midday recess, they tell me that Saturdays and Sundays are the days when the children get the least rest at nights, because—drink.

So badly do the children treat the King's English that I spend some time in teaching them to pronounce the word "think." What a shock I receive when I point to a figure on the board and ask what it is, for "Thigger free" comes after much facial distortion. I tell the head teacher afterwards, and she preaches the gospel of hope.

We start games, and I tell them to walk on tiptoe. Judging by the raised shoulders and facial expression, they are obeying me; but if I closed my eyes I could fancy a load of coals falling into some subterranean cavity. How can they move quietly? For, poor children, they have boots too large and too heavy. Two in the class have boots that fit. Four or five can walk on tiptoe, for they can use their feet, their boots being no longer complete.

A paper-cutting lesson is started. I notice that one child possesses scissors, but no paper. And I ask where it is. She makes no answer, but the boy in front points to it on the floor. Straightway she blurts out, "I didnt chahk it dahn there." At that tender age they already have learnt to be ready with a lie.

As the children are going home, one comes to me and surprises me by asking, "Is our ole teacher in the 'orspital, teacher?" showing her idea of the cause of a break in the monotony of existence. A still greater surprise awaits me, though. On the table lay two bad plums. I had given away the others I had used in a lesson, but had put those two on the table, remarking that they were too bad to give away. But one boy creeps back and falteringly says, "Gie us one er them bad uns, teacher!"

The Outlook is responsible for the statement that Dean Stone, of the Columbia University Law School, criticises the methods of conducting examinations for admission to the bar in New York. They favor the man of photographic memory, he says, but keep out the more capable man who has reasoning ability.

CURRENT EDUCATIONAL LITERATURE

Studying the Dictionary

Edwin C. Wooley advocates in the *Educational Review* the formal study of the dictionary.

The best way to accomplish the teaching recommended above is to devote a part of the course—a week or two—to systematic work on the subject. To facilitate discussion and explanation in class, the teacher should have a dictionary on his desk, and extracts from the dictionary should be copied on the blackboard or mimeographed and placed in the hands of the students. To test and confirm the students' understanding of the subject, exercises should be assigned consisting of the study of carefully chosen words in the treatment of which the various points to be borne in mind in using the dictionary will be well illustrated.

The author's suggestions are adapted to high school and freshman work; but definite instruction in the use of the unabridged dictionary has a place in the higher elementary grades. For instance, pupils arrive at the high school and even at college without knowing how to avail themselves of the help of the guide words at the top of page.

A Philosopher and a Teacher

Henri Bergson, who is pronounced "the foremost thinker of France," is the subject of a study written for the Century by Alvan F. Sanborn, in which it is seen that the great philosopher, who has attracted more attention than any thinker since Descartes, is an enthusiastic teacher instead of a mere expounder of theories. "Teaching, for Henri Bergson, is not a makeshift, but a veritable sacrament," writes Mr. Sanborn. His former pupils are virtually unanimous in testifying to his conscientiousness and zeal, as well as to his magnetic qualities as a teacher. Not a few of them, become teachers in their turn, call upon him often for counsel and guidance, which he invariably bestows gladly, however preoccupied and harassed by his formidable undertakings he may be at the time.

Children's Uncensored Reading

The Century suggests an advisory censorship of children's reading.

To be helpful, it should start with a standard of what are the desiderata in books for the young. Negatively, one must aim to exclude immoral, priggish, namby-pamby, artificial, cynical and unsympathetic writing. To these must be added the seventh deadly sin of dullness.

Even more in need of supervision is the periodical pulchrum. . . . When it comes to the juvenile page of the newspaper, the need of censorship is acute. Some of the daily journals, which are properly proud of their own ethical standards and of the influence of their editorial columns, have no moral compunction in leaving to a syndicate the preparation of the children's page or the colored supplements. Otherwise careful and

conscientious parents will turn over to their children, without examination, sheets of vulgar, grotesque, badly drawn and badly colored pictures on unworthy themes, the chief influence of which is to glorify sheer mischief and bad manners.

Snobbishness of the Universities

"The Function of the American College," according to Professor Rogers in the *Popular Science Monthly*, is distinctly social and should be democratic. It should aim to extend its opportunities to as many as possible, instead of serving as a selective agency to sift out those of special promise.

On the whole, the university reveals a tone of aristocracy which is constantly passing over into snobbishness. It inclines to the principle of the closed shop, where a small group of men with peculiar interests look down with more or less imperfectly concealed disdain upon the uninitiated. If one is convinced that in this direction social salvation lies, very well. But if he still inclines to the older ideals of democracy, it will seem to him a risk. And the nearest salvation lies in the creation of a more massive body of enlightened good judgment, which shall bridge the chasm between ignorance and special ability, and obviate the excuse which the pretentious claims of the few profess to find in the incapacity of the masses.

The Passing of the Old Reading-Books

Scribner's pictures the delights of old readers:

How often, in my childhood, when the evening shut us in to the cosiness of the family sitting-room, and we gathered about the table and the big lamp, some member of the group suggested, "Let's read in the Reading-Book!"

And then we "chose" and read aloud our favorite poems: "The Eve of Waterloo," "The Charge of the Light Brigade," "Lord Ullin's Daughter," "The Arab's Farewell to His Steed," "The Burial of Moses." I read only the other day that ever since his boyhood days Mark Twain had counted "The Burial of Moses" as one of his favorite poems—I am almost certain that he first read it in a reading book. We usually ended the evening with "Breathes there a man with soul so dead."

Those were great hours, and I question if in any other way we could have gained so naturally a response to high thoughts of heroism and a vigorous taste for the very sound of heroic words and stately rhythm.

"I wish you would bring home your Reading-Book to-night, Jack," I said to my nephew, "and read a little to me if you have time," I once ventured to say.

"Why, we can't," Jack replied; "they're collected!" showing well-bred surprise at such a bold request.

"Free text-books, you know, my dear," Jack, Sr., explains. "We don't have to buy school-books any more, except as we pay taxes."

How can the children have any *friendship* with books under those circumstances?

BOOKS OF THE DAY

Asia: A Geography Reader. By Ellsworth Huntington, Assistant Professor of Geography in Yale University, with an introduction to the series by Richard Ellwood Dodge, Professor of Geography, Teachers College, Columbia University. 344 pages. Price, 65 cents. Published by Rand McNally Company, New York.

This reader is more than a compilation of stories of travel; it is a systematic account of the countries and their people, designed to supplement the study of formal geography. The teachers, who cannot put such a book in the hands of their pupils, are still missing something if they do not have the volume at their own disposal. A paragraph here and there read to the class will put flesh on the dry bones of geography. There is no better way to show how the vital matter of food correlates with the more conventional matters of area, islands, bays, and gulfs than to read the paragraph on

Fishing in Japan

It would be a bad thing for the Japanese if they could not eat fish. People need some food like meat, which contains what are called proteids, substances full of nitrogen. Fish contains abundant proteids, and takes the place of other kinds of meat in Japan. Except in the remote interior, one can hardly go to a dinner where fish are not served in two or three different ways, both cooked and raw. That seems to us a queer habit, but it is no more queer than the American habit of eating raw oysters. In order that the fish may be fresh, they are kept in water until they are sold. Many miles from the sea, one often meets two men walking along with a great tub of live fish between them, hanging from a pole laid across their shoulders. Since animals for food are so rare, it is fortunate for Japan that the drowning of her coasts has formed so many islands, large and small, and so many bays and gulfs which make fishing easy. There are probably more kinds of fish on the coast of Japan than in any other area of the same size in the world.

Short Story Writing. By Walter B. Pitkin. Associate Professor of Philosophy in the School of Journalism of Columbia University. 255 pages. Price, \$1.25. The Macmillan Company, New York.

If our schools are to provide vocational instruction they may properly teach the art of short-story writing. There are thousands of pupils who would like to join the hundreds of professional writers of fiction. Professor Pitkin goes about his task in a plain and business-like way, dealing broadly with both form and content. He permits no illusions: "This book," he says to the student, "will not aid you in the use of English." The matter of the book has for three years been used in teaching two hundred students. "Stories prepared merely as class exercises in that period have been sold to

all types of periodicals, including *The Atlantic Monthly*." Incomplete records show a return of five thousand dollars from "these same schoolroom products." That statement certainly puts Professor Pitkin among vocational teachers.

Cicero's Orations. Edited, with Introduction, Notes, Grammatical Appendix, and Prose Composition. By Walter B. Gunnison, Ph.D., Principal of Erasmus Hall High School, Brooklyn, and Walter S. Harley, A.M., Teacher of Latin, Erasmus Hall High School. 501 pages. Price, \$1.25. Silver, Burdett & Co., New York.

As in the other books of this series, enough grammar has been included for ordinary use, together with references to standard grammars, for the further needs of the pupils. This matter, with fifty pages of prose composition and the usual notes and vocabulary, is a mechanical economy which adds value to the excellence of the content.

The Dawn of American History in Europe. By William Lewis Nida, Ph.B., Superintendent of Schools, River Forest, Ill. 373 pages. Price, 80 cents. The Macmillan Company, New York.

Like Brown and Benton's *Introductory American History*, and Gordy's *American Beginnings in Europe*, previously reviewed, this book gets at the heart of American history by going outside of America. It is especially adapted to classroom drill.

Songs We Like to Sing: A Collection of Familiar Songs and Hymns for High Schools and Normal Schools and for Assemblies. Compiled and edited by Birdie Alexander, Supervisor of Music, Dallas, Texas. 112 pages. Price, 35 cents. Silver, Burdett & Co., New York.

Of making compilations of songs for assembly and chorus singing there is no end. And yet there is no end to the search for a more satisfactory collection. This book is commended to the attention of those who so search. The titles, more or less familiar, suggest an unusual heartiness and cheer for the morning hour in the schoolroom.

A Reader for the Eighth Grade: The Carroll-Brooks Readers. By Clarence F. Carroll, formerly Superintendent of Schools, Rochester, N. Y., and Sara C. Brooks, formerly Principal of the Teachers' Training School, Baltimore, Md. 286 pages. Price, 50 cents. D. Appleton & Co., New York.

An interesting, dignified, and distinctly literary reader for the last year of the elementary course. The contents are unusual. There is

"The Death of the Dauphin," Daudet; "The Roman Road," Kenneth Grahame; "Bob Acres' Duel," Sheridan; "The Character of the Sea," Joseph Conrad; "Speech in the Virginia Convention," Patrick Henry; "The Death of Marie Antoinette," Carlyle; and much more. The poetry is quite as varied. Brief accounts of the authors are given, and these are distinctly relevant. There are brief notes concerning difficulties of the text, and a few hints here and there to help in interpreting the poem or story.

Hannah of Kentucky—A Story of the Wilderness Road. By James Otis. 149 pages with illustrations. Price, 35 cents. American Book Company, New York.

A supposed account of the westward journey of Daniel Boone and his friends and their settlement in Kentucky, by a girl of fourteen who was among the pioneers. She tells of their hardships, their occupations, their recreations, their dangers; of the savages and their customs; and she finishes her narrative while she is in the midst of danger and uncertain of the result, proud and glad, nevertheless, to write herself Hannah of Kentucky. Fortunately, there are few sentences in the book as curious as the last one.

Old English Ballads. By John A. Long. 146 pages. Map and illustrations. Price, 50 cents. D. C. Heath & Co., Boston.

The famous English ballads—those of Robin Hood and his company, "Chevy Chase," "The Bailiff's Daughter of Islington," "Sir Patric Spens," and others—are here arranged for the elementary schools, on the ground that being of real interest to the children, they will lead them to love reading, especially poetry. They are, of course, educative in themselves. A map of the royal forests of old England shows the scene of the ballads, and an introductory sketch tells about the times and conditions in which the ballad heroes lived.

A Primer. By Emma Serl, Teacher of Primary Methods, Normal Training Department, and Vivian Evans, Teacher, Kansas City, Mo. 119 pages. Illustrated. 30 cents.

This is a continuous story of Sam and May, their pets and their tasks. They ride in uncle's automobile, Sam rides his bicycle, they blow bubbles and play games. There are never more than four new sight words in a lesson. The brief phonetic lists are brought together at the end of the book, with the general vocabulary and suggestions to teachers. Many of the lessons take the form of dialogues.

Illustrated Lessons in Composition and Rhetoric. By Erle E. Clippinger, Assistant Professor of English, Indiana State Normal Schol. 371 pages. Price, \$1.00. Silver, Burdett & Co., New York.

Books combining these branches of high-school study are popular of late. Part I has assignments for composition; Part II gives fur-

ther work in composition, with more formal discussion of narrative, description, exposition, etc. Part III deals with grammar and rhetoric.

Modern writers and lively subjects are often found among the models, as well as the classics; and often students' themes are used. This is well on the whole; but such insincere, cheap student work as "The Siege of the Pseudo Tooth" and "The Despondency of Sophomores" is not likely to benefit those who use the book.

Sixth Reader: The Riverside Readers. By Jane H. Van Sickle—Superintendent of Schools, Springfield, Mass., and Wilhelmina Seegmiller, Director of Art, Indianapolis Public Schools, formerly Principal of the Wealthy Avenue School, Grand Rapids, Mich. Assisted by Frances Jenkins, Supervisor of Elementary Grades, Decatur, Ill. 276 pages. Price, 55 cents. Houghton Mifflin Company, New York.

Like the fifth reader, this one has a pleasant foreword addressed to the boys and girls. It invites them to play at a delectable game, "Our Distinguished Circle of Friends," which requires a notebook to be filled with clippings about interesting authors, portraits, pictures of scenes from plays, and the names of their books, plays, or poems read by the girls and boys themselves.

Again the first half of the book offers selections of the greatest variety of interest; the second half is again a study of four authors, this time Aldrich, Whittier, Dickens and Tennyson. The short, lively biographies contain only significant matter. With each author we have from three to seven selections that are likely to interest children of various temperaments.

Lessons in English. By John M. Manly, Head of the Department of English, University of Chicago, and Eliza R. Bailey, Teacher of Elementary English in Boston. Book I—Language Lessons. 299 pages. Price, 45 cents. D. C. Heath & Co., Boston.

Lessons in English. By John M. Manly, Head of the Department of English, University of Chicago, and Eliza R. Bailey, Teacher of Elementary English in Boston. Book II—Composition and Grammar. 354 pages. Price, 60 cents. D. C. Heath & Co., Boston.

Book I has carefully graded drills in using correct forms, together with exercises in speaking and writing. The sentence work is made pleasant and real for the younger pupils by being associated with hand-work, the children cutting out figures and pasting them on their papers before writing their descriptive sentences. The lessons cover sentence-making, punctuation, drill in use of noun and verb-forms, drill in the use of connectives, story telling, the description of pictures, letter writing, and simple lessons in grammar.

Book II combines composition and formal grammar. The composition is interesting and definite; the instruction in grammar is simple, trustworthy and well presented. Difficulties

have been anticipated and the work so arranged as to prepare for them. The system of diagramming is not in the least complex. The books are designed for the elementary schools.

Fairy Tales from Andersen. Grades 2-3. Edited by Helen Woodrow Bones. Fully illustrated. 176 pages. Cloth. Price, 40 cents. A. Flanagan & Co., Chicago.

Contains a sketch of the life of Hans Christian Andersen, together with his portrait, and fifteen of his best stories, retold in simple and fascinating language. The tales included in this collection have been chosen because of the appeal they carry through their charm and mystery, and also because they help foster a love for all that is good and beautiful. The illustrations are excellent, and the type is large and clear.

The Story of Two Kittens. Grades 1-2. By Henrietta Flint Simmerman. Illustrated by Dorothy O'Reilly. 92 pages. Cloth. Price, 30 cents. A. Flanagan & Co., Chicago.

A charming story of two kittens who, when mere babies, were taken from their hayloft home on the farm, to live with a little boy and girl in town, and whose fun and frolics, mischief and mishaps, as described by one of the baby kittens, will endlessly entertain any small reader. Illustrated end sheets with space for owner's name.

Bunny Cotton-Tail, Jr. Grades 1-2. A sequel to *The Tale of Bunny Cotton-Tail*. By Laura Rountree Smith. Numerous illustrations and frontispiece in colors. 128 pages. Cloth. Price, 30 cents. A. Flanagan & Co., Chicago.

Here the children meet again their old favorites, Bunny and Susan Cotton-Tail and Grandpa Grumbles; the mischievous fox, Bushy-Tail; and some new characters quite as absorbing. A splendid supplementary reader for first and second grades. Illustrated end sheets with space for owner's name. Numerous outline sketches in black and white by author.

Books Received

The Progressive Composition Lessons: Book I—3rd and 4th Years. By Ida M. Brautigam, Assistant Principal, City of New York. Charles Harper, Teacher of English, City of New York. Cecil A. Kidd, Principal, City of New York. 153 pages. Price, 40 cents. Silver, Burdett & Co., New York.

The Golden Path. The Golden Rule Series. By E. Hershey Sneath, Ph.D., LL.D., Professor in Yale University. George Hodges, D.D., D.C.L., Dean of the Episcopal Theological School, Cambridge, and Edward Lawrence Stevens, Ph.D., L.H.D., Associate Superintendent of Schools, New York City. 280 pages. Price, 45 cents. The Macmillan Company, New York.

Columbus and His Predecessors. By Charles H. McCarthy, Ph.D., Professor of American History in the Catholic University of America. 236 pages. Price, 50 cents. Joseph J. McVey, Philadelphia.

Romeo und Julia auf dem Dorfe. By Gottfried Keller. Edited with Introduction, Notes and Vocabulary. By Robert N. Corwin, Sheffield Scientific School of Yale University. 249 pages. Price, 35 cents. Henry Holt & Co., New York.

First German Composition. By Philip Schuyler Allen, Associate Professor of German Literature in the University of Chicago. 224 pages. Price, 90 cents. Henry Holt & Co., New York.

Easy German Composition: With an abstract of German grammar. By Marian P. Whitney, Ph.D. (Yale), Professor of German in Vassar College and Lillian L. Stroebe, Ph.D. (Heidelberg), Associate Professor of German in Vassar College. 180 pages. Price, 90 cents. Henry Holt & Co., New York.

Spanhoofd. Aus Vergangener Zeit. Edited by Arnold Werner-Spanhoofd, Director of German, High Schools, Washington, D. C. Cloth, 16mo, 278 pages, illustrated, with notes, conversational questions and vocabulary. Price, 50 cents. American Book Company, New York.

Jung Deutschland. By Anna T. Gronow, The School of Education of the University of Chicago. 264 pages. Price, 90 cents. Ginn & Co., Boston.

First Book in German. By E. G. Bagster-Collins, Associate Professor of German in Teachers College, Columbia University. 342 pages. Price, \$1.10. The Macmillan Company, New York.

German Poems, 1800-1850. International Modern Language Series. Edited, with Introduction and Notes, by John Scholte Nollen, President of Lake Forest College. 405 pages. Price, 80 cents. Ginn & Co., Boston.

Mozart auf Reise nach Prag: Eduard Morike. The International Modern Language Series. Edited by Clyde Chew Glascock, Assistant Professor of German in the Sheffield Scientific School, Yale University. 195 pages. Price, 45 cents. Ginn & Co., New York.

Essentials of French. By Victor E. François, Ph.D., Associate Professor of French, College of the City of New York. Cloth, 12mo, 426 pages. Price, 90 cents. American Book Company, New York.

Jack. Alphonse Daudet. Part II, Indret. Adapted and edited by Edward C. Goldberg, M.A.

Au Pôle en Ballon. Victor Patrice. Adapted and edited by P. Shaw Jeffrey, M.A.

Lettres Persanes. Montesquieu. Adapted and edited by Eugène Pellissier.

Le Tour du Monde en Quatre-Vingts Jours. Jules Verne. Adapted and edited by Louis A. Barbé, B.A.

Siepmann's French Texts. Each, 35 cents. The Macmillan Company, New York.

A Spanish Grammar: With Practical Introductory Lessons. By Alfred Coester, Ph.D. 334 pages. Price, \$1.25. Ginn & Co., New York.

AS OTHERS SEE US

Another report of the Chicago meeting of the National Education Association will be readable even at this late date, coming as it does from the view-point of an English teacher. The following account is condensed from a report in *The Educational News*, an Edinburgh publication:

The Greatest on Earth

During more than a decade it was the writer's privilege to move among the educational circles of Glasgow. Not once during that whole period did he hear of the "greatest educational convention on earth." The Educational Institute wisely sends delegates to the English and Irish conventions, and, if I mistake not, continental gatherings are occasionally similarly honored, but during its fifty or more years of existence the Educational Institute has never sent fraternal greetings to an association that can also boast a lineage of fifty years, and might without excessive arrogance lay claim to the title greatest. If the basis of comparison were merely quantitative the claim would pass unchallenged. At a recent business session of the great unknown a speaker moved the records of a certain heated discussion should be expunged, on the ground that the volume of proceedings of the association traveled to all corners of the earth, and an account of a domestic squabble would show the National Education Association in an undignified light. Does Scotland still occupy a corner of the earth? Have any of its many up-to-date teachers ever heard of the National Education Association? Does any library in broad Scotland contain a volume of these proceedings? I make bold to answer in the negative. And yet the volumes of proceedings which this association publishes annually deserve a prominent place on the shelves of all pedagogical libraries, for they are truly great both in the quantity and the quality of the work that is undertaken.

Seven Days of Labor

The convention was celebrating its jubilee, and its seven days of labor suggest the performances of Hercules rather than the New Year convention of the Educational Institute of Scotland. The daily program was mercifully divided into three sections to allow time for eating, and reduce the strain on the Red Cross department. The sessions were 9.30 a. m. till lunch, 2.30 p. m. till dinner, 8 p. m. till bedtime. To emphasize the fact that the "seven days of labor" is no exaggeration, and that the fourth commandment was more honored in the breach than in the observance, I shall call attention to a unique arrangement for curing any

possible delusion among visiting delegates that there is a Sabbath (day of rest) in Chicago—at least during convention week. July 7th was styled educational Sunday. Fifty-three sermons on education were served up on that fateful day, and yet enough pedagogical material was left to keep the grindstone going for the other six days. One clergyman offered to teachers the doubtful compliment of a discussion on "The Value of Brains."

The Classes of Members

The N. E. A. has three kinds of membership—active, institutional, and associate. The first pays an initiation fee of two dollars, and thereafter two dollars annually. This class alone has the privilege of voting, holding office, and sharing in the business management of the association. The second enables educational institutions to identify themselves with the association. The third is open to any person who is willing to pay two dollars. The formation of the last class was a master stroke worthy of a Machiavelli. It added a large floating membership that annually furnishes the association with considerable funds. These associates receive as a *quid pro quo* reduction in railway fares, the right to attend all public sessions, and the volume of proceedings. The Chicago forces had to promise at least 6,000 associate members from its ranks before the N. E. A. consented to hold the convention within its gates; 15,000 teachers were expected to attend the convention. When we add to this number the trailers, I mean the relatives and friends who have just come along, we shall be able to form some idea of what a convention of the N. E. A. means to a city.

Set Battles

Everybody loves a fight, some as participants, some as onlookers. At every business session the air was charged with ominous possibilities. No sulphurous canopy overhung the field of battle, but an impalpable storm-cloud of inky blackness, concealing imminent thunderbolts, weighed like an incubus on the select body of active members. Two set battles were being fought. In the first the progressives criticised the autocratic methods of the secretary, and resented the imputations of questionable tactics used by the progressives in the election of a previous president which the secretary had made in his official report. After much maneuvering frontal and flank attacks, advances and retreats, it was agreed that much could be said on both sides, that nobody meant to do anything wrong, and that it would be best to let bygones be bygones.

Equal Pay for Equal Work

The second skirmish waged around the election of the new president. Two candidates were in the field: Mr. E. T. Fairchild, state superintendent of public instruction in Kansas, who was ultimately chosen, and Miss Grace C. Strachan, of New York. The latter has gained some celebrity over a fight of four years' duration that she led on behalf of the women teachers of New York. The question at issue was "equal pay for equal work." Under her leadership the Amazons of the eastern metropolis carried on a persistent, resourceful campaign that ended in complete victory for the women's claim. In the campaign for the presidency of the National Education Association in 1910 she threw her influence on the side of Mrs. Ella Flagg Young, and helped materially in the election of the first woman president of the National Education Association. In 1912 Miss Strachan looked for her reward. The Chicago forces, owing to the strategic position they occupied as hosts to the convention, had the voting power to swing the election either way, but there is an unwritten law that the local members of the city chosen for the convention shall refrain from unduly influencing the election of officials. Chicago stood neutral, and Miss Strachan was defeated. Then the fireworks began, but charity draws the veil. Women have their peculiar ways of getting even with each other.

The Program

Some indication of the scope of the program of the convention may satisfy curiosity. There were twenty-two departments, each of which held almost daily sessions. Some of the more comprehensive sections were further subdivided. The department for secondary schools, for example, had its English, classical, mathematical, etc., sections. One can form some idea of the strenuous life that centered 'round the Auditorium and Congress hotels where the convention was held, when it is borne in mind that all these sections and sub-sections were at work simultaneously. I have computed that 244 addresses were delivered. If to these we add the fifty-three discourses of the educational Sunday, and the discussions that followed many of the papers, some conception may be formed of the magnitude of this great educational talk festival. I note in British current literature much searching of heart and much dolorous theorising over the superiority of America in athletics as shown in the recent Olympic sports. There are no sufficient grounds for claiming an equal superiority in education, but modesty need not blush at the claim for a high degree of excellence. It is possible to trace this success in athletics and intellectual gymnastics to the same sources.

American Rivalry

The American has a burning desire to be first, to come out on top. The rivalry between college and college, school and school, city and

city, even neighbor and neighbor, is extreme, and leads to continual striving. The American is a fine blend of the theorist and the practitioner. The daily vernacular is overloaded with picturesque phrases that indicate the keenly practical trend of his mind. "Getting in on the ground floor" and "Getting down to brass tacks," are sentiments that rule him in all his activities. He is an adapter and experimenter. He is ever on the alert for new ideas, no matter whether they come from the orient or the occident, and he wastes no time in putting them into practice. In some things he is parochial—in his politics, in his attitude to foreigners, in his patriotism, in his sensitiveness to praise or blame, but in the field of education he is a thoroughgoing cosmopolitan.

Not a Dreamer

The American educator generally has the culture that his profession demands, but he has in addition a natural instinct for practical business methods. He is no mere dreamer; he is a doer. He holds culture useless if it cannot be applied to the amelioration of present conditions. And so we find him twenty years ago enthusiastic over the Herbartian psychology, because it gave a solid resting-place from which he could view with some degree of confidence the educational horizon. He has developed Froebel's philosophy to an extent that would surprise that educator's own countrymen. He is keenly alive to the Montessori movement, and several schools will open in the fall of the present year, professing to teach by the new method. At present he is most interested in the development of industrial education, in the curriculum of the high school, and the proper articulation of the high school with the university.

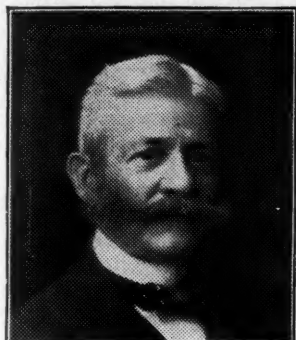
THE CASE OF THE HIGH SCHOOL

A well-known periodical has recently published a severe criticism of our public schools, particularly the high schools. This attack has drawn from the Bureau of Education some statements and comments. The fact most prominently stated is that a million and a quarter boys and girls are in high schools during the present school year. The argument of numbers and enormous cost is not conclusive, but it has its weight. The following paragraphs are taken from the official circular emanating from Washington:

One Out of Four in High Schools

"The American high school has grown phenomenally in the past dozen years, its development in the last two or three years being apparently greater than in the remarkable decade just preceding. Since the twentieth century opened, the number of public high schools has almost doubled and the number of students is easily twice what it was at the beginning of the century. The most cheering feature of the whole matter for the American citizen is the very great increase in the proportion of those who go from the grades into the high school.

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Formerly the high school was chiefly attended by children of the rich and moderately well-to-do. To-day nearly one-fourth of the children who enter the elementary school eventually pass into the high school. The exact figure is twenty-two per cent, if negro children are included, and twenty-five per cent if whites only are considered. This is particularly significant; since certain critics of the public high schools have, through a misunderstanding of the official reports, contended that a much smaller percentage than is here given had the opportunity of high school training. The fact remains that from twenty-two to twenty-five of every hundred children who enter the schools at all go on into the high school.

Public vs. Private

"Almost equally significant for public education is the fact that by far the most rapid growth has been in the public high schools. The private secondary schools show a healthy increase—twenty-five per cent in attendance since 1900; but the public high schools have actually doubled their attendance in the same period. To make the comparison on another basis. In 1890 forty out of every hundred high schools were private, and sixty public; in 1900 the proportion had changed to twenty-three and seventy-seven; and to-day there are only sixteen private secondary schools for every eighty-four public high schools. As to number of students: In 1890 thirty-two per cent of the pupils were

in private high schools and sixty-eight per cent in public; to-day only twelve per cent of the pupils are in private secondary schools, the great bulk being in the public high schools. Is it any wonder that the people believe in their high school and give but scant attention to the occasional hostile criticism that is heard? The public high school is winning because the people are satisfied that it is doing its work; they realize what it has meant to the rising standard of American citizenship.

Million-Dollar Palaces

"The people have shown their appreciation of their high school in the most direct way possible—by supporting it unfailingly and generously. They have faith enough in it to pay huge sums of money year after year that the high school may do greater and greater work. More and more attention is being paid to high-school education. Million-dollar school buildings are going up in American cities—palaces, one might call them, did not the word suggest idleness, and there is no idleness in the present-day high school. Industry, technical-ability, homemaking, together with the essentials of a cultural education, are being taught to our boys and girls in the splendid high schools of to-day on a scale that was never dreamed of in the civic life of any nation before our time."

Nearly two-thirds of the American public school enrollment is in the rural schools.

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WHAT COLLEGE MEN DO FOR A LIVING

The original purpose of American colleges was mainly to train men for the ministry, but so it is no longer. Harvard, founded chiefly to educate clergymen, now gives to this profession barely two per cent of her graduates; Yale, begun under similar impulses, now contributes a meager three per cent. This and other interesting changes in the professions favored by college graduates, are described in a bulletin on "Professional Distribution of University and College Graduates," issued by the United States bureau of education.

The decline in the numbers going into the ministry has been accompanied by a rise in the professions of teaching, law, and business. All three have been more or less consistent gainers at the expense of the ministry.

When the older colleges were established boys who expected to be the business men of the community rarely gave much thought to higher education. That was for the learned professions, most often, in the early days, the ministry. It is only of recent years that men with business careers ahead of them have taken advantage of college opportunities.

At Harvard the ministry yielded the leadership to law after the Revolutionary War, and law remained the dominant profession of Harvard graduates until 1880, when business took the lead. At Yale the ministry competed successfully with law until after the middle of the nineteenth century, when law took the ascend-

ancy and kept it until 1895, being then displaced by business. At the University of Pennsylvania one-fourth of the graduates used to go into the ministry; now about one-fiftieth do so. Oberlin college, founded with strong denominational tendencies, shows the same story of the decline in numbers of men going into the ministry. At the University of Michigan, out of an army of over 15,000 graduates, only 188 have become ministers.

Aside from their contributions to the clergy, most of the universities and colleges have had favorite professions. At Columbia, Dartmouth, and Michigan, for instance, it is law; at Pennsylvania it is medicine; at Oberlin, Wisconsin, and many others, particularly the coeducational institutions, it is teaching; while a few of the universities, Brown, for example, have shown an impartial spirit, dividing up their strength almost equally among four leading professions.

A final summary of thirty-seven representative colleges shows that teaching is now the dominant profession of college graduates, with twenty-five per cent; business takes twenty per cent; law, which took one-third of all the graduates at the beginning of the nineteenth century, now claims but fifteen per cent; medicine takes between six and seven per cent, and seems to be slightly on the decline; engineering is slowly going up, but still takes only three or four per cent; while the ministry, with its present five or six per cent of the total, has reached the lowest mark for that profession in the two and a half centuries of American college history.



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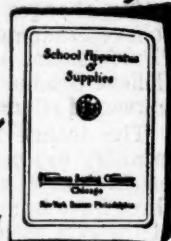
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FROM THE BUREAU OF EDUCATION

The following articles are furnished by our national bureau of education. Inquiry directed to that source will secure further information.

Latin-American Students in our Colleges

"Why not have more Latin-American students in our colleges?" asks Mr. William A. Reid in a special article written to aid the Southern Commercial Congress in its task of acquainting Americans with the significance of the Panama Canal. Mr. Reid admits that a good many Latin-Americans already find their way to educational institutions in the United States, but believes emphatically that there should be more of them. Many of the sons of South Americans are at present educated in Europe, largely because they have not been informed of the remarkable educational advantages to be found in the United States. European capital is invested everywhere in South America; luxurious European steamships bring the civilization of Europe to Latin-American ports; and the European traveler and business man himself never fails to talk of his famous educational institutions when in a foreign country. The result is that the Latin-American

hears more of these institutions than he does of those in the United States.

Schools as Employment Bureaus

Schoolhouses as employment offices is a recent proposal in the movement for the wider use of the school plant. The use of schools as social centers has become familiar through the organized movement of the last year or two, and more recently the use of the school buildings as polling booths and forums for political discussion, has become known through the example of New York and Chicago. Now comes Professor John R. Commons, a member of the Wisconsin industrial commission, with a proposal to use the schoolhouse as a labor exchange.

His plan to link the social-center work with the economic problem of the unemployed is urged in the following terms: "There is need of an organized market for labor . . . If each schoolhouse has a director of its social-center service, he could be supplied with blanks from a main employment office. A workman, by going to the school nearest his house to register, could be immediately connected with the whole organized-labor market of the state."

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This work offers a practical guide to the teacher, doctor, or anyone interested in child welfare, for the examination and measuring of intelligence of retarded and feeble-minded children. That there are 6,000,000 retarded and 160,000 feeble-minded children in our public schools makes this book particularly timely for the guidance of all interested in conserving the child.

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The author has made an elaborate study and comparison of various methods of school-feeding, and it is a particularly timely contribution to the one- and three-cent lunches to school children. The problems of malnutrition are thoroughly dealt with, throwing light on the mental, moral and physical development of the child.

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Associate Supt. of Public Schools of
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To an official window in one of the city departments of New York a man came recently leading his little daughter. "I can't get work," he said bitterly. "This child can. They are hungry at home. May she have a permit?"

She was fourteen and met the other requirements of the law. So the city of New York gave her the desired legal document, the "working paper," as the children call it. The man and his daughter went out together, the little girl to join the great army of toilers, where the insistent sign of industry, "Girls Wanted—Boys Wanted," always swings in the wind; the father to swell the ranks of unemployed men.

Last year 40,530 children in New York city went the way of that little girl past the official window carrying their working papers with them. Throughout the United States there are some two million of these child bread-winners less than fifteen years of age.

These papers are the passport to freedom from home constraint. One sociologist has told the story of the sixteen-year-old girl who, in a dance hall of dangerous repute, tossed her head in defiance of the threat of parental objection, "I pay the rent," she said. "What can my mother do to me?"—*World's Work*.

No Poetry in It

The little red schoolhouse is doomed. For decades it has been celebrated in song and story as sharing with the constitution and the declaration of independence the honor of having made us what we are. But all this fame turns out to have been a matter of luck. Until very recently nobody had thought to inquire into the effect of red upon the impressionable minds of children. The raising of the question sounded the knell of the beligerent yet beloved color. Authorities on aesthetics promptly agreed that its influence was wholly bad. And so Chicago has adopted a straw color, which is regarded as meeting all the requirements with a fair degree



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of success. We would not seem to favor anything resembling a reactionary policy, least of all in reference to our schools, but we cannot forbear asking whether it is likely that any members of the rising generation will strike an attitude thirty or forty years from now and, in voices trembling with emotion, point back to the little straw-colored schoolhouse where—but the picture is impossible.—*New York Post*.

He Admitted It

"English as She Is Japped" is the title of an article in a recent number of the *Oriental Review*.

The Oriental capacity for using our mother tongue with strange twists of unconscious humor is well known, but few examples are equal to this delicious sign on a Japanese baker's shop:

"A. Karinura, Biggest Loafer in Tokyo."—*Youths' Companion*.

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A WASHINGTON TRIP

(Continued from page 94)

to the Fall River Line pier, where we boarded the steamship "Providence," which took us to Fall River, arriving there Sunday morning. A train to Boston meets the boat at the pier and by noon we were home again, after nine days of real enjoyment and real education.

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The School Journal has the privilege of placing before its readers the story in diary form of the life of a successful teacher. It deals not only with pedagogy but also with politics. Though it is a frank revelation of the inner life of the school, it is too exhilarating to be pessimistic from its truthfulness. The author is the widow of a former city school superintendent, as well as herself a teacher now. She writes, of course, under a *nom de plume*. The scenes of the story are laid in the villages and cities of the East. The School Journal feels sure that the serial publication of this hovel will prove an important and long memorable event in the history of American education. The first chapter is published in this issue; and the story will run for a year.

Twenty-one States in the Union have abolished the common drinking cup in schools.

A two years' course in forestry has been instituted at the University of Wisconsin to meet the demand for trained forest rangers.

WHAT IS A GOOD INSTITUTE?

(Continued from page 91)

the week, and perhaps one or more for a few days each at a time.

It is often asked, "Should instructors be expected to speak over twice each day?"

This all depends upon their own professional qualities. Some men enjoy work in an institute when they appear but twice a day for twenty minutes each time; and others equally enjoy work when they speak four times, forty or forty-five minutes each time. The extremes of experience are great. Once, years ago, I had the opportunity to do general and section work that averaged four hours of instruction and round table guidance daily for four and a half days. Though I had a delightful response from the three hundred teachers in that small county, it is not my opinion that the quality of my instruction averaged as high as it might have. Still there is nothing much harder for a speaker than to go to an institute and speak once a day for a quarter hour each time; yet that extreme has happened. Such condensation is exhausting.

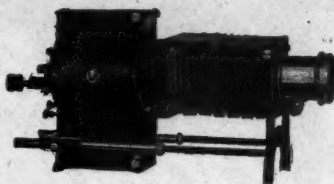
Should an institute conduct also an evening lecture and entertainment course? Usually, this is desirable for counties, but not for cities.

As to the question whether there should be both Monday morning and Friday afternoon sessions or only one or neither, the answer depends upon railroad and hotel facilities, the size of the county, etc.

The corresponding question as whether for cities a week's institute or two or three two-day institutes make the better plan is being answered now generally by the spread of the latter plan. It is true that the straight week allows a continuity and a thoroughness impossible in the other plan; but the opposing advantages are many.

Twenty-two states still have institutes. Is it better to have them or not? One who is himself engaged in this work should not be expected to answer, but may be allowed himself to ask whether or not the states with institutes are progressing faster than those with none.

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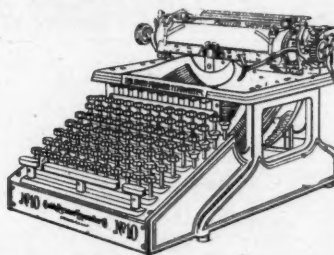
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School for Waiters

A special school for training
boys as waiters has recently
been established in England.

The school was instituted in
response to a wide demand for
technically trained waiters. For-
eigners trained as waiters on
the continent have been finding
ready employment in England
through lack of native appli-
cants, and it is hoped that the
new school will attract English
boys into this occupation.

The course of training in the
school covers one year. Boys
between fourteen and sixteen
are admitted, and receive gen-
eral instruction as well as tech-
nical training. The curriculum
is as follows: English, 3 hours
a week; French, 7 hours; arith-

metic, 3 hours; waiting and
pantry, etc., 17 hours; menus,
5 hours; physical exercises, 2½
hours; a total of 37½ hours
a week. Englishmen have, as
a rule, not taken up waiting
seriously as a trade, but only
as a last resource. There are,
however, a certain number of
good English waiters who are
regularly employed and never
have any difficulty in finding
employment. The advantage
possessed by the young foreign-
er is that he has already learned
the rudiments of waiting, and
although under the disadvan-
tage of not knowing the lan-
guage, he is able to make him-
self useful at once. Similar
schools for the training of wait-
ers have existed in Germany and
Switzerland for some time.

Aerial Luxuries

A writer in the World's Work
for November, describing the
German air service, says that a
Zeppelin airship leaves the earth
with none of the balloon's soar-
ing motion. It is just like a
Pullman train, started without
perceptible jar and kept in mo-
tion upon a perfect road-
bed, perfect track, and perfect
wheels. At luncheon time in-
dividual tables are placed in po-
sition, and luncheon is served
much as it is in the ordinary
buffet dining-car in America.
There is soup, an entrée, a roast
—all piping hot—vegetables,
salad, cheese, and coffee. More
of a dinner than luncheon, and
all served as though the chef
and waiters had the conveni-
ences of a great hotel at their
command. The principles of the
fireless cooker have been brought
into service in preparing the
food, the exhaust from the en-
gines being made to supply
heat.

The comforts are all those of
a very modern hotel. The cabin
is kept at an unvarying com-
fortable temperature by means
of pipes that carry the exhaust
heat from the engines. There
is more room for action than in
an ordinary chair car. In the
lavatories are hot and cold
water. There is a library with
the daily papers and the best of
books. There is a lounge for
those who are willing to sleep
away the hours of flight.